



May 31, 2007

To: Responsible School Officials
Directors of Special Education

From: Marilyn Pearson
Acting Director
Division of Special Education

Re: Public Reporting of District Performance Related to Performance Indicators 1 Through
6 and 12 of the State Performance Plan

As required by sections 616(b)(1)(A) and 642 of the Individuals with Disabilities Education Act (IDEA), each state must have in place a State Performance Plan (SPP) that evaluates the state's efforts to implement the requirements and purposes of Part B of the IDEA, and describes how the state will improve its implementation and outcomes for students with disabilities. Section 616(b)(2) requires that the state report annually to the U.S. Department of Education on its performance under the State Performance Plans for Part B of the IDEA. Specifically, the state must report, in its Annual Performance Report (APR), on its progress in meeting the measurable and rigorous targets it established in its SPP.

In addition to the above requirements, 20 U.S.C. 1416(b)(2)(C)(ii) and 34 CFR 600.602, the state must report annually to the public on the performance of each local educational agency located in the state on the targets in the State's Performance Plan. Because baseline data and/or performance targets have not been established for all 20 of the performance indicators, the U.S. Department of Education, Office of Special Education Programs (OSEP), has informed states that they are only required to report district performance for students with disabilities on indicators 1-6 and 12 this year. These performance indicators address the following: Graduation, Dropout, Assessment, Suspension/Expulsion, Least Restrictive Environment (ages 6-21), Preschool Least Restrictive Environment (ages 3-5), and Early Childhood Transition (transition from Part C to Part B).

The district's performance data is 2005-2006 data that was submitted by the district to the OPI as a part of its child count, exiting and student discipline reporting. We wish to thank districts for their timely submission of data necessary for this report, and we wish to thank the directors of special education for their time and attention as we presented information this past year on these new reporting requirements and other changes that occurred as a result of IDEA 2004.

Each district's performance report consists of seven separate pages, one for each of the performance indicators. The page will identify the performance indicator and its number (the number refers to the indicator number in the State Performance Plan), the data source for the indicator, special education count, special education count for the particular indicator, the upper and lower limit of the confidence interval, the state performance indicator target and the district's performance status for the indicator (far right column). Data notes have been provided under each of the reports to assist you in interpreting the data.

You are encouraged to review your district's report carefully.

Following is a link to the districts' performance reports under IDEA.

<http://www.opi.mt.gov/PDF/SpecED/sip/06DistrictPerfRpt.pdf>

Questions regarding these reports should be directed to Marilyn Pearson at 406-444-4428 or e-mail at mpearson@mt.gov



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0861 Absarokee Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0861 Absarokee Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0861 Absarokee Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	28	1 (100%)	0.87938	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0861 Absarokee Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0861 Absarokee Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	32	15	0.47 (47%)	0.24969	0.70054	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	32	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	32	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0861 Absarokee Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0861 Absarokee Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0862 Absarokee H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0862 Absarokee H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0862 Absarokee H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0862 Absarokee H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0862 Absarokee H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0862 Absarokee H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0862 Absarokee H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0577 Alberton K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0577 Alberton K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	15	5	0.33 (33%)	0.08664	0.72481	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0577 Alberton K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	34	32	0.94 (94%)	0.80352	0.98429	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	34	13	0.38 (38%)	0.17553	0.64283	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0577 Alberton K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0577 Alberton K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	30	7	0.23 (23%)	0.05886	0.59672	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	30	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	30	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0577 Alberton K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0577 Alberton K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0536 Alder Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0536 Alder Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0536 Alder Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0536 Alder Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0536 Alder Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0536 Alder Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0536 Alder Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0376 Amsterdam Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0376 Amsterdam Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0376 Amsterdam Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0376 Amsterdam Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0376 Amsterdam Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0376 Amsterdam Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0376 Amsterdam Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0236 Anaconda Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0236 Anaconda Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0236 Anaconda Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	194	190	0.98 (98%)	0.94774	0.99203	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	194	68	0.35 (35%)	0.24788	0.46913	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0236 Anaconda Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0236 Anaconda Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	128	46	0.36 (36%)	0.23655	0.50386	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	128	2	0.02 (2%)	0.00005	0.66818	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	128	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0236 Anaconda Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	18	18	1 (100%)	0.82415	1.00001	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0236 Anaconda Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0237 Anaconda H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	11	10	0.91 (91%)	0.6063	0.98487	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0237 Anaconda H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	66	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0237 Anaconda H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	34	28	0.82 (82%)	0.64646	0.92256	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0237 Anaconda H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0237 Anaconda H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	66	11	0.17 (17%)	0.0446	0.46123	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	66	6	0.09 (9%)	0.01021	0.49089	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	66	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0237 Anaconda H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0237 Anaconda H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0366 Anderson Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0366 Anderson Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0366 Anderson Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	12	1 (100%)	0.75755	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0366 Anderson Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0366 Anderson Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0366 Anderson Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0366 Anderson Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0474 Arlee Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0474 Arlee Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0474 Arlee Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	56	50	0.89 (89%)	0.7776	0.95208	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	56	13	0.23 (23%)	0.08252	0.50393	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0474 Arlee Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0474 Arlee Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	36	22	0.61 (61%)	0.4059	0.78329	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	36	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	36	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0474 Arlee Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0474 Arlee Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0475 Arlee H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0475 Arlee H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	19	1	0.05 (5%)	0.00061	0.81451	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0475 Arlee H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	16	16	1 (100%)	0.80643	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0475 Arlee H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0475 Arlee H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	19	16	0.84 (84%)	0.6023	0.94947	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	19	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	19	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0475 Arlee H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0475 Arlee H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1215 Arrowhead Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1215 Arrowhead Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1215 Arrowhead Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1215 Arrowhead Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1215 Arrowhead Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1215 Arrowhead Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1215 Arrowhead Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0800 Ashland Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0800 Ashland Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0800 Ashland Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	26	22	0.85 (85%)	0.64639	0.94304	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0800 Ashland Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0800 Ashland Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	18	6	0.33 (33%)	0.09673	0.70001	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	18	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	18	1	0.06 (6%)	0.00069	0.81564	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0800 Ashland Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0800 Ashland Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0498 Auchard Creek Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0498 Auchard Creek Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0498 Auchard Creek Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0498 Auchard Creek Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0498 Auchard Creek Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0498 Auchard Creek Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0498 Auchard Creek Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0502 Augusta Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0502 Augusta Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0502 Augusta Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0502 Augusta Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0502 Augusta Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0502 Augusta Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0502 Augusta Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0503 Augusta H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0503 Augusta H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0503 Augusta H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0503 Augusta H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0503 Augusta H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0503 Augusta H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0503 Augusta H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0720 Avon Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0720 Avon Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0720 Avon Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0720 Avon Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0720 Avon Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	10	8	0.8 (80%)	0.45494	0.95046	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	10	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	10	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0720 Avon Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0720 Avon Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1218 Ayers Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1218 Ayers Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1218 Ayers Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1218 Ayers Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1218 Ayers Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1218 Ayers Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1218 Ayers Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0785 Bainville K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0785 Bainville K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0785 Bainville K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0785 Bainville K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0785 Bainville K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0785 Bainville K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0785 Bainville K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0244 Baker K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0244 Baker K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	12	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0244 Baker K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	30	32	1 (100%)	0.89285	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0244 Baker K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0244 Baker K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	39	23	0.59 (59%)	0.39037	0.76343	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	39	3	0.08 (8%)	0.00408	0.62479	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	39	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0244 Baker K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0244 Baker K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0455 Basin Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0455 Basin Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0455 Basin Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0455 Basin Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0455 Basin Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0455 Basin Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0455 Basin Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0048 Bear Paw Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0048 Bear Paw Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0048 Bear Paw Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0048 Bear Paw Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0048 Bear Paw Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0048 Bear Paw Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0048 Bear Paw Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0006 Beaverhead County H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0006 Beaverhead County H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	24	1	0.04 (4%)	0.00035	0.81024	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0006 Beaverhead County H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	12	1 (100%)	0.75755	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0006 Beaverhead County H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0006 Beaverhead County H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	24	10	0.42 (42%)	0.17901	0.70055	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	24	3	0.12 (12%)	0.0103	0.66074	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	24	1	0.04 (4%)	0.00035	0.81024	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0006 Beaverhead County H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0006 Beaverhead County H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0076 Belfry K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0076 Belfry K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0076 Belfry K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0076 Belfry K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0076 Belfry K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0076 Belfry K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0076 Belfry K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0368 Belgrade Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0368 Belgrade Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0368 Belgrade Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	228	234	1 (100%)	0.98385	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	228	83	0.36 (36%)	0.26867	0.47143	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0368 Belgrade Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0368 Belgrade Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	152	101	0.66 (66%)	0.56786	0.74903	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	152	6	0.04 (4%)	0.00213	0.43624	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	152	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0368 Belgrade Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	31	10	0.32 (32%)	0.12064	0.62296	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0368 Belgrade Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0369 Belgrade H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	19	17	0.89 (89%)	0.67148	0.97251	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0369 Belgrade H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	66	2	0.03 (3%)	0.00039	0.67789	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0369 Belgrade H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	42	40	0.95 (95%)	0.83829	0.98722	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0369 Belgrade H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0369 Belgrade H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	66	28	0.42 (42%)	0.26146	0.60529	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	66	14	0.21 (21%)	0.07451	0.47365	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	66	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0369 Belgrade H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0369 Belgrade H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0112 Belt Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0112 Belt Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0112 Belt Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	28	30	1 (100%)	0.88651	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	28	10	0.36 (36%)	0.14124	0.65232	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0112 Belt Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0112 Belt Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	25	10	0.4 (40%)	0.16815	0.68733	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	25	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	25	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0112 Belt Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0112 Belt Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0113 Belt H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0113 Belt H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	10	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0113 Belt H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0113 Belt H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0113 Belt H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	10	5	0.5 (50%)	0.17039	0.8296	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	10	2	0.2 (20%)	0.01755	0.77696	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	10	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0113 Belt H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0113 Belt H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0171 Benton Lake Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0171 Benton Lake Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0171 Benton Lake Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0171 Benton Lake Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0171 Benton Lake Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0171 Benton Lake Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0171 Benton Lake Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0692 Biddle Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0692 Biddle Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0692 Biddle Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0692 Biddle Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0692 Biddle Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0692 Biddle Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0692 Biddle Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0380 Big Dry Creek Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0380 Big Dry Creek Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0380 Big Dry Creek Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0380 Big Dry Creek Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0380 Big Dry Creek Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0380 Big Dry Creek Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0380 Big Dry Creek Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0137 Big Sandy Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0137 Big Sandy Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0137 Big Sandy Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0137 Big Sandy Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0137 Big Sandy Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	10	6	0.6 (60%)	0.25239	0.86955	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	10	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	10	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0137 Big Sandy Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0137 Big Sandy Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0138 Big Sandy H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0138 Big Sandy H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0138 Big Sandy H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0138 Big Sandy H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0138 Big Sandy H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0138 Big Sandy H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0138 Big Sandy H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0865 Big Timber Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0865 Big Timber Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0865 Big Timber Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	30	32	1 (100%)	0.89285	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0865 Big Timber Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0865 Big Timber Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	30	15	0.5 (50%)	0.27421	0.72578	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	30	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	30	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0865 Big Timber Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	10	7	0.7 (70%)	0.34729	0.911	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0865 Big Timber Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0330 Bigfork Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0330 Bigfork Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0330 Bigfork Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	88	82	0.93 (93%)	0.85579	0.96922	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	88	36	0.41 (41%)	0.26493	0.57078	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0330 Bigfork Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0330 Bigfork Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	50	16	0.32 (32%)	0.14663	0.56304	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	50	3	0.06 (6%)	0.00251	0.61151	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	50	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0330 Bigfork Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0330 Bigfork Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0331 Bigfork H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0331 Bigfork H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	26	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0331 Bigfork H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	10	1 (100%)	0.72251	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0331 Bigfork H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0331 Bigfork H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	26	26	1 (100%)	0.8713	1.00001	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	26	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	26	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0331 Bigfork H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0331 Bigfork H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0965 Billings Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0965 Billings Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0965 Billings Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	1806	1754	0.97 (97%)	0.96229	0.97806	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	1806	579	0.32 (32%)	0.28387	0.35969	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0965 Billings Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0965 Billings Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	1264	516	0.41 (41%)	0.36664	0.45116	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	1264	221	0.17 (17%)	0.13043	0.23035	0.12 (12%)	Not Met
Indicator 5C	Education Environment Rate -- Sep Schls	1264	21	0.02 (2%)	0.00126	0.18141	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0965 Billings Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	212	123	0.58 (58%)	0.49183	0.66368	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0965 Billings Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0966 Billings H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	144	103	0.72 (72%)	0.62161	0.79346	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0966 Billings H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	737	37	0.05 (5%)	0.01328	0.1717	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0966 Billings H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	342	338	0.99 (99%)	0.97017	0.99547	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	342	80	0.23 (23%)	0.15467	0.33754	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0966 Billings H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0966 Billings H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	737	225	0.31 (31%)	0.2488	0.36831	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	737	238	0.32 (32%)	0.26674	0.38474	0.12 (12%)	Not Met
Indicator 5C	Education Environment Rate -- Sep Schls	737	36	0.05 (5%)	0.0125	0.17215	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0966 Billings H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0966 Billings H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0789 Birney Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0789 Birney Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0789 Birney Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0789 Birney Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0789 Birney Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0789 Birney Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0789 Birney Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0215 Bloomfield Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0215 Bloomfield Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0215 Bloomfield Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0215 Bloomfield Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0215 Bloomfield Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0215 Bloomfield Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0215 Bloomfield Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0968 Blue Creek Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0968 Blue Creek Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0968 Blue Creek Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	26	26	1 (100%)	0.8713	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	26	18	0.69 (69%)	0.46199	0.855	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0968 Blue Creek Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0968 Blue Creek Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	23	12	0.52 (52%)	0.27041	0.76252	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	23	3	0.13 (13%)	0.01115	0.66466	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	23	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0968 Blue Creek Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0968 Blue Creek Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0590 Bonner Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0590 Bonner Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0590 Bonner Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	106	100	0.94 (94%)	0.87962	0.97438	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	106	34	0.32 (32%)	0.18911	0.48878	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0590 Bonner Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0590 Bonner Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	60	58	0.97 (97%)	0.88438	0.99099	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	60	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	60	1	0.02 (2%)	-0.00001	0.80028	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0590 Bonner Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0590 Bonner Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0456 Boulder Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0456 Boulder Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0456 Boulder Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	44	38	0.86 (86%)	0.72105	0.93947	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	44	11	0.25 (25%)	0.08507	0.54431	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0456 Boulder Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0456 Boulder Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	26	18	0.69 (69%)	0.46199	0.85499	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	26	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	26	4	0.15 (15%)	0.01917	0.6276	0.018 (1.8%)	Not Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0456 Boulder Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0456 Boulder Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0425 Box Elder Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0425 Box Elder Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0425 Box Elder Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	48	42	0.88 (88%)	0.74282	0.94435	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0425 Box Elder Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0425 Box Elder Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	28	12	0.43 (43%)	0.20156	0.69021	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	28	1	0.04 (4%)	0.00024	0.8079	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	28	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0425 Box Elder Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0425 Box Elder Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0426 Box Elder H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0426 Box Elder H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	16	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0426 Box Elder H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0426 Box Elder H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0426 Box Elder H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	16	7	0.44 (44%)	0.16349	0.75578	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	16	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	16	1	0.06 (6%)	0.0009	0.81831	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0426 Box Elder H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0426 Box Elder H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0070 Boyd Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0070 Boyd Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0070 Boyd Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0070 Boyd Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0070 Boyd Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0070 Boyd Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0070 Boyd Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0350 Bozeman Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0350 Bozeman Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0350 Bozeman Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	488	481	0.99 (99%)	0.97055	0.99307	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	488	236	0.48 (48%)	0.42062	0.54712	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0350 Bozeman Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0350 Bozeman Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	323	178	0.55 (55%)	0.4777	0.6223	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	323	36	0.11 (11%)	0.04425	0.25355	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	323	1	0 (0%)	-0.00008	0.79474	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0350 Bozeman Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	58	41	0.71 (71%)	0.55477	0.82358	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0350 Bozeman Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0351 Bozeman H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	39	28	0.72 (72%)	0.53316	0.85016	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0351 Bozeman H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	154	5	0.03 (3%)	0.00122	0.46989	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0351 Bozeman H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	58	57	0.98 (98%)	0.90758	0.997	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	58	17	0.29 (29%)	0.13211	0.53034	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0351 Bozeman H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0351 Bozeman H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	154	38	0.25 (25%)	0.1373	0.40268	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	154	38	0.25 (25%)	0.1373	0.40268	0.12 (12%)	Not Met
Indicator 5C	Education Environment Rate -- Sep Schls	154	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0351 Bozeman H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0351 Bozeman H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0059 Bridger K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0059 Bridger K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	14	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0059 Bridger K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	32	36	1 (100%)	0.9036	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	32	12	0.38 (38%)	0.16497	0.64564	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0059 Bridger K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0059 Bridger K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	26	16	0.62 (62%)	0.37781	0.80829	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	26	2	0.08 (8%)	0.00279	0.70742	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	26	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0059 Bridger K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0059 Bridger K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0705 Broadus Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0705 Broadus Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0705 Broadus Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	24	24	1 (100%)	0.86205	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0705 Broadus Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0705 Broadus Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	17	15	0.88 (88%)	0.63936	0.96947	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	17	2	0.12 (12%)	0.0064	0.73171	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	17	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0705 Broadus Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0705 Broadus Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0978 Broadview Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0978 Broadview Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0978 Broadview Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	26	24	0.92 (92%)	0.74981	0.97963	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0978 Broadview Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0978 Broadview Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	19	11	0.58 (58%)	0.30648	0.81055	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	19	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	19	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0978 Broadview Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0978 Broadview Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0979 Broadview H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0979 Broadview H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0979 Broadview H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0979 Broadview H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0979 Broadview H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0979 Broadview H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0979 Broadview H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0782 Brockton Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0782 Brockton Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0782 Brockton Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	36	34	0.94 (94%)	0.81354	0.98514	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0782 Brockton Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0782 Brockton Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	24	10	0.42 (42%)	0.17901	0.70055	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	24	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	24	1	0.04 (4%)	0.00035	0.81024	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0782 Brockton Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0782 Brockton Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0783 Brockton H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0783 Brockton H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	18	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0783 Brockton H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	15	0.83 (83%)	0.5839	0.94688	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0783 Brockton H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0783 Brockton H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	18	4	0.22 (22%)	0.03701	0.67953	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	18	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	18	1	0.06 (6%)	0.00069	0.81564	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0783 Brockton H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0783 Brockton H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0749 Brorson Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0749 Brorson Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0749 Brorson Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0749 Brorson Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0749 Brorson Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0749 Brorson Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0749 Brorson Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0400 Browning Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0400 Browning Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0400 Browning Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	232	220	0.95 (95%)	0.91057	0.9706	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	232	13	0.06 (6%)	0.00787	0.30667	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0400 Browning Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0400 Browning Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	152	82	0.54 (54%)	0.43224	0.64316	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	152	4	0.03 (3%)	0.00063	0.51601	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	152	1	0.01 (1%)	-0.00007	0.79617	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0400 Browning Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	21	7	0.33 (33%)	0.10559	0.67915	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0400 Browning Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0401 Browning H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	34	19	0.56 (56%)	0.34505	0.7528	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0401 Browning H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	108	15	0.14 (14%)	0.03984	0.38513	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0401 Browning H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	42	40	0.95 (95%)	0.83829	0.98722	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0401 Browning H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0401 Browning H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	108	21	0.19 (19%)	0.07902	0.40433	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	108	16	0.15 (15%)	0.04573	0.38676	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	108	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0401 Browning H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0401 Browning H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0840 Butte Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0840 Butte Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0840 Butte Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	536	533	0.99 (99%)	0.98363	0.9981	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	536	152	0.28 (28%)	0.21795	0.35988	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0840 Butte Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0840 Butte Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	373	202	0.54 (54%)	0.4727	0.60885	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	373	60	0.16 (16%)	0.08885	0.27366	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	373	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0840 Butte Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	56	41	0.73 (73%)	0.58112	0.84339	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0840 Butte Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1212 Butte H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	48	32	0.67 (67%)	0.49344	0.80417	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1212 Butte H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	164	15	0.09 (9%)	0.02019	0.32926	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1212 Butte H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	74	74	1 (100%)	0.95066	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	74	14	0.19 (19%)	0.06242	0.44976	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1212 Butte H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1212 Butte H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	164	94	0.57 (57%)	0.47224	0.66835	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	164	33	0.2 (20%)	0.0992	0.36552	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	164	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1212 Butte H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1212 Butte H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0889 Bynum Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0889 Bynum Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0889 Bynum Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0889 Bynum Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0889 Bynum Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0889 Bynum Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0889 Bynum Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0813 Camas Prairie Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0813 Camas Prairie Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0813 Camas Prairie Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0813 Camas Prairie Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0813 Camas Prairie Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0813 Camas Prairie Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0813 Camas Prairie Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0969 Canyon Creek Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0969 Canyon Creek Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0969 Canyon Creek Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	38	38	1 (100%)	0.90821	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	38	22	0.58 (58%)	0.37648	0.75795	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0969 Canyon Creek Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0969 Canyon Creek Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	26	22	0.85 (85%)	0.64638	0.94303	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	26	2	0.08 (8%)	0.00279	0.70742	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	26	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0969 Canyon Creek Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0969 Canyon Creek Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0458 Cardwell Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0458 Cardwell Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0458 Cardwell Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0458 Cardwell Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0458 Cardwell Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0458 Cardwell Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0458 Cardwell Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0097 Carter County H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0097 Carter County H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0097 Carter County H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0097 Carter County H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0097 Carter County H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0097 Carter County H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0097 Carter County H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0159 Carter Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0159 Carter Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0159 Carter Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0159 Carter Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0159 Carter Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0159 Carter Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0159 Carter Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0101 Cascade Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0101 Cascade Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0101 Cascade Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	36	36	1 (100%)	0.9036	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	36	22	0.61 (61%)	0.40591	0.78329	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0101 Cascade Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0101 Cascade Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	26	16	0.62 (62%)	0.37781	0.80829	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	26	2	0.08 (8%)	0.00279	0.70742	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	26	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0101 Cascade Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0101 Cascade Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0102 Cascade H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0102 Cascade H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0102 Cascade H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0102 Cascade H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0102 Cascade H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0102 Cascade H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0102 Cascade H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0317 Cayuse Prairie Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0317 Cayuse Prairie Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0317 Cayuse Prairie Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	38	38	1 (100%)	0.90821	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	38	18	0.47 (47%)	0.26885	0.68777	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0317 Cayuse Prairie Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0317 Cayuse Prairie Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	18	9	0.5 (50%)	0.2265	0.77349	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	18	2	0.11 (11%)	0.00573	0.7279	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	18	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0317 Cayuse Prairie Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0317 Cayuse Prairie Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0104 Centerville Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0104 Centerville Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0104 Centerville Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	34	36	1 (100%)	0.9036	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	34	14	0.41 (41%)	0.20159	0.65993	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0104 Centerville Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0104 Centerville Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	20	13	0.65 (65%)	0.38542	0.84616	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	20	1	0.05 (5%)	0.00055	0.81349	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	20	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0104 Centerville Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0104 Centerville Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0105 Centerville H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0105 Centerville H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0105 Centerville H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0105 Centerville H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0105 Centerville H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0105 Centerville H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0105 Centerville H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1205 Charlo Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1205 Charlo Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1205 Charlo Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	56	58	1 (100%)	0.9379	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	56	15	0.27 (27%)	0.10968	0.52067	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1205 Charlo Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1205 Charlo Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	42	19	0.45 (45%)	0.2561	0.66467	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	42	7	0.17 (17%)	0.03341	0.53608	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	42	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1205 Charlo Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1205 Charlo Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1206 Charlo H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1206 Charlo H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	22	1	0.05 (5%)	0.00044	0.81172	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1206 Charlo H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1206 Charlo H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1206 Charlo H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	22	3	0.14 (14%)	0.01212	0.66889	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	22	5	0.23 (23%)	0.04514	0.64634	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	22	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1206 Charlo H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1206 Charlo H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1236 Chester-Joplin-Inverness El

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1236 Chester-Joplin-Inverness El

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1236 Chester-Joplin-Inverness El

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	46	46	1 (100%)	0.92295	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	46	24	0.52 (52%)	0.33316	0.70432	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1236 Chester-Joplin-Inverness El

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1236 Chester-Joplin-Inverness El

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	30	17	0.57 (57%)	0.34127	0.76749	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	30	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	30	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1236 Chester-Joplin-Inverness El

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.
* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1236 Chester-Joplin-Inverness El

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1237 Chester-Joplin-Inverness HS

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1237 Chester-Joplin-Inverness HS

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	15	1	0.07 (7%)	0.00103	0.8199	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1237 Chester-Joplin-Inverness HS

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1237 Chester-Joplin-Inverness HS

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1237 Chester-Joplin-Inverness HS

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	14	0.93 (93%)	0.69139	0.98872	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1237 Chester-Joplin-Inverness HS

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1237 Chester-Joplin-Inverness HS

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0028 Chinook Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0028 Chinook Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0028 Chinook Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	36	42	1 (100%)	0.91622	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	36	12	0.33 (33%)	0.13809	0.60938	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0028 Chinook Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0028 Chinook Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	28	21	0.75 (75%)	0.53673	0.88597	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	28	2	0.07 (7%)	0.0024	0.70404	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	28	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0028 Chinook Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0028 Chinook Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0029 Chinook H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	13	8	0.62 (62%)	0.29832	0.85759	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0029 Chinook H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	25	2	0.08 (8%)	0.00301	0.70931	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0029 Chinook H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0029 Chinook H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0029 Chinook H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	25	13	0.52 (52%)	0.27677	0.7541	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	25	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	25	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0029 Chinook H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0029 Chinook H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0883 Choteau Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0883 Choteau Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0883 Choteau Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	66	66	1 (100%)	0.94501	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	66	19	0.29 (29%)	0.13446	0.51263	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0883 Choteau Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0883 Choteau Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	45	19	0.42 (42%)	0.23231	0.63828	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	45	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	45	1	0.02 (2%)	0.00004	0.80252	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0883 Choteau Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	10	2	0.2 (20%)	0.01755	0.77696	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0883 Choteau Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0884 Choteau H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0884 Choteau H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0884 Choteau H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0884 Choteau H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0884 Choteau H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0884 Choteau H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0884 Choteau H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0547 Circle Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0547 Circle Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0547 Circle Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	34	34	1 (100%)	0.89851	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0547 Circle Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0547 Circle Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	23	16	0.7 (70%)	0.45179	0.86376	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	23	4	0.17 (17%)	0.02392	0.64333	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	23	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0547 Circle Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0547 Circle Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0548 Circle H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0548 Circle H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0548 Circle H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0548 Circle H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0548 Circle H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0548 Circle H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0548 Circle H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0452 Clancy Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0452 Clancy Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0452 Clancy Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	34	34	1 (100%)	0.89851	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	34	17	0.5 (50%)	0.28533	0.71467	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0452 Clancy Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0452 Clancy Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	25	20	0.8 (80%)	0.58399	0.91936	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	25	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	25	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0452 Clancy Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0452 Clancy Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0032 Cleveland Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0032 Cleveland Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0032 Cleveland Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0032 Cleveland Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0032 Cleveland Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0032 Cleveland Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0032 Cleveland Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0595 Clinton Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0595 Clinton Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0595 Clinton Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	34	32	0.94 (94%)	0.80352	0.98429	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0595 Clinton Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0595 Clinton Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	27	18	0.67 (67%)	0.43749	0.83723	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	27	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	27	1	0.04 (4%)	0.00026	0.80842	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0595 Clinton Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0595 Clinton Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0387 Cohagen Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0387 Cohagen Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0387 Cohagen Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0387 Cohagen Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0387 Cohagen Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0387 Cohagen Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0387 Cohagen Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0796 Colstrip Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0796 Colstrip Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0796 Colstrip Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	82	80	0.98 (98%)	0.91427	0.99339	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	82	39	0.48 (48%)	0.32823	0.62736	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0796 Colstrip Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0796 Colstrip Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	56	37	0.66 (66%)	0.4996	0.79159	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	56	1	0.02 (2%)	0	0.80076	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	56	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0796 Colstrip Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	16	1	0.06 (6%)	0.0009	0.81831	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0796 Colstrip Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0797 Colstrip H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	14	12	0.86 (86%)	0.57769	0.96342	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0797 Colstrip H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	37	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0797 Colstrip H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	16	0.89 (89%)	0.65617	0.97107	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0797 Colstrip H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0797 Colstrip H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	37	10	0.27 (27%)	0.0915	0.57651	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	37	2	0.05 (5%)	0.00137	0.69318	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	37	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0797 Colstrip H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0797 Colstrip H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0312 Columbia Falls Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0312 Columbia Falls Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	18	1	0.06 (6%)	0.00069	0.81564	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0312 Columbia Falls Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	384	393	1 (100%)	0.99032	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	384	127	0.33 (33%)	0.25493	0.41647	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0312 Columbia Falls Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0312 Columbia Falls Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	251	121	0.48 (48%)	0.39496	0.57027	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	251	16	0.06 (6%)	0.01147	0.28488	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	251	2	0.01 (1%)	-0.00003	0.66302	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0312 Columbia Falls Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	23	14	0.61 (61%)	0.35762	0.81297	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0312 Columbia Falls Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0313 Columbia Falls H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	24	10	0.42 (42%)	0.17901	0.70055	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0313 Columbia Falls H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	69	11	0.16 (16%)	0.04149	0.4536	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0313 Columbia Falls H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	40	38	0.95 (95%)	0.8308	0.9866	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0313 Columbia Falls H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0313 Columbia Falls H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	69	20	0.29 (29%)	0.13845	0.50894	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	69	18	0.26 (26%)	0.11401	0.49181	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	69	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0313 Columbia Falls H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0313 Columbia Falls H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0848 Columbus Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0848 Columbus Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0848 Columbus Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	46	40	0.87 (87%)	0.73237	0.94201	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	46	17	0.37 (37%)	0.18497	0.60223	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0848 Columbus Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0848 Columbus Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	35	20	0.57 (57%)	0.36093	0.7589	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	35	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	35	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0848 Columbus Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0848 Columbus Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0849 Columbus H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0849 Columbus H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	24	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0849 Columbus H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	12	1 (100%)	0.75755	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0849 Columbus H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0849 Columbus H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	24	16	0.67 (67%)	0.42448	0.84433	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	24	3	0.12 (12%)	0.0103	0.66074	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	24	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0849 Columbus H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

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District Name 0849 Columbus H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0674 Conrad Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0674 Conrad Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0674 Conrad Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	62	64	1 (100%)	0.94339	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	62	18	0.29 (29%)	0.13328	0.5211	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0674 Conrad Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0674 Conrad Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	51	18	0.35 (35%)	0.17671	0.58088	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	51	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	51	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0674 Conrad Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	17	3	0.18 (18%)	0.01953	0.69666	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0674 Conrad Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0675 Conrad H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0675 Conrad H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	16	1	0.06 (6%)	0.0009	0.81831	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0675 Conrad H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0675 Conrad H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0675 Conrad H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	16	12	0.75 (75%)	0.4677	0.91108	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	16	1	0.06 (6%)	0.0009	0.81831	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	16	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0675 Conrad H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0675 Conrad H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0617 Cooke City Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0617 Cooke City Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0617 Cooke City Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0617 Cooke City Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0617 Cooke City Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0617 Cooke City Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0617 Cooke City Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0731 Corvallis K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0731 Corvallis K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	62	3	0.05 (5%)	0.00164	0.6022	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0731 Corvallis K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	260	250	0.96 (96%)	0.92989	0.97922	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	260	90	0.35 (35%)	0.25599	0.44891	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0731 Corvallis K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0731 Corvallis K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	184	159	0.86 (86%)	0.80221	0.90886	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	184	6	0.03 (3%)	0.00146	0.42854	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	184	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0731 Corvallis K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	26	7	0.27 (27%)	0.07455	0.6274	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0731 Corvallis K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0182 Cottonwood Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0182 Cottonwood Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0182 Cottonwood Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0182 Cottonwood Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0182 Cottonwood Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0182 Cottonwood Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0182 Cottonwood Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0359 Cottonwood Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0359 Cottonwood Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0359 Cottonwood Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0359 Cottonwood Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0359 Cottonwood Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0359 Cottonwood Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0359 Cottonwood Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0445 Cottonwood Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0445 Cottonwood Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0445 Cottonwood Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0445 Cottonwood Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0445 Cottonwood Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0445 Cottonwood Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0445 Cottonwood Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0316 Creston Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0316 Creston Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0316 Creston Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0316 Creston Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0316 Creston Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0316 Creston Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0316 Creston Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0777 Culbertson Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0777 Culbertson Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0777 Culbertson Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	52	50	0.96 (96%)	0.86761	0.98964	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0777 Culbertson Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0777 Culbertson Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	26	17	0.65 (65%)	0.41928	0.83171	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	26	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	26	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0777 Culbertson Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0777 Culbertson Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0778 Culbertson H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0778 Culbertson H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0778 Culbertson H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0778 Culbertson H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0778 Culbertson H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0778 Culbertson H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0778 Culbertson H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0192 Custer County H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	19	14	0.74 (74%)	0.47525	0.89646	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0192 Custer County H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	85	5	0.06 (6%)	0.00388	0.49704	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0192 Custer County H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	46	48	1 (100%)	0.92592	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	46	12	0.26 (26%)	0.09495	0.54273	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0192 Custer County H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0192 Custer County H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	85	33	0.39 (39%)	0.24207	0.55769	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	85	9	0.11 (11%)	0.01826	0.42923	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	85	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0192 Custer County H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0192 Custer County H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0975 Custer K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0975 Custer K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0975 Custer K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	16	1 (100%)	0.80643	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0975 Custer K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0975 Custer K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	10	1	0.1 (10%)	0.00239	0.83231	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	10	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	10	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0975 Custer K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0975 Custer K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0402 Cut Bank Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0402 Cut Bank Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0402 Cut Bank Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	94	92	0.98 (98%)	0.92486	0.99422	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	94	31	0.33 (33%)	0.19131	0.50578	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0402 Cut Bank Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0402 Cut Bank Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	62	8	0.13 (13%)	0.02363	0.47505	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	62	8	0.13 (13%)	0.02363	0.47505	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	62	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0402 Cut Bank Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	16	11	0.69 (69%)	0.39821	0.87975	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0402 Cut Bank Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0403 Cut Bank H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0403 Cut Bank H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	28	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0403 Cut Bank H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	22	22	1 (100%)	0.85138	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0403 Cut Bank H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0403 Cut Bank H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	28	4	0.14 (14%)	0.01676	0.6188	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	28	4	0.14 (14%)	0.01676	0.6188	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	28	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0403 Cut Bank H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0403 Cut Bank H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0740 Darby K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0740 Darby K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	26	1	0.04 (4%)	0.00029	0.80898	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0740 Darby K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	72	73	1 (100%)	0.95002	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	72	37	0.51 (51%)	0.35929	0.66588	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0740 Darby K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0740 Darby K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	56	27	0.48 (48%)	0.30799	0.66073	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	56	3	0.05 (5%)	0.00201	0.60638	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	56	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0740 Darby K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0740 Darby K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0424 Davey Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0424 Davey Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0424 Davey Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0424 Davey Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0424 Davey Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0424 Davey Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0424 Davey Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0207 Dawson H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	13	10	0.77 (77%)	0.46031	0.92874	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0207 Dawson H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	45	1	0.02 (2%)	0.00004	0.80252	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0207 Dawson H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	22	28	1 (100%)	0.87938	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0207 Dawson H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0207 Dawson H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	45	4	0.09 (9%)	0.00697	0.57352	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	45	5	0.11 (11%)	0.0127	0.54737	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	45	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0207 Dawson H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0207 Dawson H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1195 Deep Creek Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1195 Deep Creek Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1195 Deep Creek Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1195 Deep Creek Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1195 Deep Creek Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1195 Deep Creek Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1195 Deep Creek Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1193 Deer Creek Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1193 Deer Creek Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1193 Deer Creek Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1193 Deer Creek Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1193 Deer Creek Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1193 Deer Creek Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1193 Deer Creek Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0712 Deer Lodge Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0712 Deer Lodge Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0712 Deer Lodge Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	144	150	1 (100%)	0.97504	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	144	35	0.24 (24%)	0.13119	0.40573	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0712 Deer Lodge Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0712 Deer Lodge Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	101	27	0.27 (27%)	0.13743	0.45516	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	101	14	0.14 (14%)	0.03817	0.39462	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	101	14	0.14 (14%)	0.03817	0.39462	0.018 (1.8%)	Not Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0712 Deer Lodge Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	24	11	0.46 (46%)	0.21537	0.72285	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0712 Deer Lodge Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0307 Deer Park Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0307 Deer Park Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0307 Deer Park Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0307 Deer Park Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0307 Deer Park Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0307 Deer Park Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0307 Deer Park Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0264 Deerfield Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0264 Deerfield Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0264 Deerfield Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0264 Deerfield Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0264 Deerfield Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0264 Deerfield Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0264 Deerfield Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0281 Denton Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0281 Denton Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0281 Denton Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0281 Denton Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0281 Denton Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0281 Denton Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0281 Denton Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0282 Denton H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0282 Denton H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0282 Denton H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0282 Denton H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0282 Denton H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0282 Denton H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0282 Denton H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 9034 Dept of Corrections-Youth

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	16	2	0.12 (12%)	0.00719	0.73595	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 9034 Dept of Corrections-Youth

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	18	8	0.44 (44%)	0.17884	0.74607	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 9034 Dept of Corrections-Youth

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 9034 Dept of Corrections-Youth

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 9034 Dept of Corrections-Youth

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	18	18	1 (100%)	0.82415	1.00001	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	18	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	18	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 9034 Dept of Corrections-Youth

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 9034 Dept of Corrections-Youth

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0592 DeSmet Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0592 DeSmet Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0592 DeSmet Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	46	46	1 (100%)	0.92295	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	46	15	0.33 (33%)	0.1469	0.57616	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0592 DeSmet Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0592 DeSmet Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	29	2	0.07 (7%)	0.00224	0.70252	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	29	1	0.03 (3%)	0.00022	0.80741	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	29	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0592 DeSmet Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0592 DeSmet Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0005 Dillon Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0005 Dillon Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0005 Dillon Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	118	110	0.93 (93%)	0.8692	0.96605	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	118	31	0.26 (26%)	0.1404	0.43733	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0005 Dillon Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0005 Dillon Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	80	38	0.48 (48%)	0.32596	0.62862	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	80	8	0.1 (10%)	0.01516	0.44429	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	80	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0005 Dillon Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	22	2	0.09 (9%)	0.00387	0.71592	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0005 Dillon Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0843 Divide Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0843 Divide Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0843 Divide Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0843 Divide Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0843 Divide Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0843 Divide Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0843 Divide Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0809 Dixon Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0809 Dixon Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0809 Dixon Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	20	20	1 (100%)	0.83891	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0809 Dixon Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0809 Dixon Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	13	5	0.38 (38%)	0.11012	0.75934	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	13	1	0.08 (8%)	0.00139	0.82377	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	13	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0809 Dixon Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0809 Dixon Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0647 Dodson Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0647 Dodson Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0647 Dodson Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	22	1 (100%)	0.85138	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0647 Dodson Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0647 Dodson Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	14	12	0.86 (86%)	0.57769	0.96342	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	14	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	14	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0647 Dodson Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0647 Dodson Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0648 Dodson H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0648 Dodson H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0648 Dodson H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0648 Dodson H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0648 Dodson H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0648 Dodson H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0648 Dodson H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0419 Drummond Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0419 Drummond Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0419 Drummond Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	30	18	0.6 (60%)	0.3762	0.78863	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	30	11	0.37 (37%)	0.15357	0.64877	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0419 Drummond Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0419 Drummond Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	21	9	0.43 (43%)	0.1784	0.72146	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	21	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	21	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0419 Drummond Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0419 Drummond Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0420 Drummond H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0420 Drummond H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	17	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0420 Drummond H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0420 Drummond H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0420 Drummond H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	17	8	0.47 (47%)	0.19565	0.7646	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	17	2	0.12 (12%)	0.0064	0.73171	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	17	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0420 Drummond H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0420 Drummond H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0671 Dupuyer Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0671 Dupuyer Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0671 Dupuyer Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0671 Dupuyer Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0671 Dupuyer Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0671 Dupuyer Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0671 Dupuyer Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1235 Dutton/Brady K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1235 Dutton/Brady K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1235 Dutton/Brady K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	42	42	1 (100%)	0.91622	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	42	13	0.31 (31%)	0.12792	0.57799	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1235 Dutton/Brady K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1235 Dutton/Brady K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	28	16	0.57 (57%)	0.3394	0.7758	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	28	1	0.04 (4%)	0.00024	0.8079	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	28	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1235 Dutton/Brady K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1235 Dutton/Brady K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0404 East Glacier Park Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0404 East Glacier Park Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0404 East Glacier Park Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0404 East Glacier Park Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0404 East Glacier Park Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0404 East Glacier Park Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0404 East Glacier Park Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0492 East Helena Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0492 East Helena Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0492 East Helena Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	142	138	0.97 (97%)	0.92898	0.98914	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	142	31	0.22 (22%)	0.10871	0.39	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0492 East Helena Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0492 East Helena Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	87	84	0.97 (97%)	0.90191	0.98841	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	87	2	0.02 (2%)	0.00019	0.67308	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	87	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0492 East Helena Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	12	10	0.83 (83%)	0.5238	0.95789	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0492 East Helena Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0073 Edgar Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0073 Edgar Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0073 Edgar Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0073 Edgar Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0073 Edgar Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0073 Edgar Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0073 Edgar Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0087 Ekalaka Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0087 Ekalaka Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0087 Ekalaka Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	18	1 (100%)	0.82416	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0087 Ekalaka Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0087 Ekalaka Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0087 Ekalaka Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0087 Ekalaka Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0972 Elder Grove Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0972 Elder Grove Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0972 Elder Grove Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	60	62	1 (100%)	0.94167	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	60	29	0.48 (48%)	0.31435	0.65621	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0972 Elder Grove Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0972 Elder Grove Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	39	22	0.56 (56%)	0.36314	0.74601	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	39	2	0.05 (5%)	0.00123	0.69142	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	39	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0972 Elder Grove Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0972 Elder Grove Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0719 Elliston Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0719 Elliston Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0719 Elliston Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	16	14	0.88 (88%)	0.62087	0.96769	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	16	12	0.75 (75%)	0.4677	0.91109	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0719 Elliston Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0719 Elliston Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0719 Elliston Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0719 Elliston Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0981 Elysian Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0981 Elysian Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0981 Elysian Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	24	24	1 (100%)	0.86205	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0981 Elysian Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0981 Elysian Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	19	11	0.58 (58%)	0.30648	0.81055	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	19	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	19	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0981 Elysian Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0981 Elysian Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0546 Ennis K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0546 Ennis K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0546 Ennis K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	18	1 (100%)	0.82416	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0546 Ennis K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0546 Ennis K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	24	11	0.46 (46%)	0.21537	0.72285	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	24	2	0.08 (8%)	0.00326	0.71134	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	24	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0546 Ennis K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0546 Ennis K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0527 Eureka Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0527 Eureka Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0527 Eureka Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	94	79	0.84 (84%)	0.74422	0.90507	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	94	20	0.21 (21%)	0.08835	0.42971	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0527 Eureka Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0527 Eureka Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	62	0	0 (0%)	0	0	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	62	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	62	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0527 Eureka Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	13	0	0 (0%)	0	0	0.548 (54.8%)	Not Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0527 Eureka Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0339 Evergreen Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0339 Evergreen Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0339 Evergreen Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	146	148	1 (100%)	0.97471	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	146	47	0.32 (32%)	0.20624	0.4645	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0339 Evergreen Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0339 Evergreen Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	124	45	0.36 (36%)	0.23839	0.50896	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	124	8	0.06 (6%)	0.00691	0.40459	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	124	21	0.17 (17%)	0.06436	0.37657	0.018 (1.8%)	Not Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0339 Evergreen Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	13	4	0.31 (31%)	0.06535	0.73841	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0339 Evergreen Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0890 Fairfield Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0890 Fairfield Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0890 Fairfield Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	22	24	1 (100%)	0.86205	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0890 Fairfield Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0890 Fairfield Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	9	0.6 (60%)	0.30046	0.83972	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	1	0.07 (7%)	0.00103	0.8199	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0890 Fairfield Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0890 Fairfield Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0891 Fairfield H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0891 Fairfield H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0891 Fairfield H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0891 Fairfield H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0891 Fairfield H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0891 Fairfield H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0891 Fairfield H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0308 Fair-Mont-Egan Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0308 Fair-Mont-Egan Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0308 Fair-Mont-Egan Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0308 Fair-Mont-Egan Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0308 Fair-Mont-Egan Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	18	15	0.83 (83%)	0.5839	0.94688	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	18	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	18	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0308 Fair-Mont-Egan Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0308 Fair-Mont-Egan Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0750 Fairview Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0750 Fairview Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0750 Fairview Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	26	26	1 (100%)	0.8713	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0750 Fairview Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0750 Fairview Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	23	17	0.74 (74%)	0.50145	0.88868	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	23	1	0.04 (4%)	0.00039	0.81095	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	23	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0750 Fairview Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0750 Fairview Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0751 Fairview H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0751 Fairview H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	21	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0751 Fairview H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	16	1 (100%)	0.80643	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0751 Fairview H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0751 Fairview H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	21	12	0.57 (57%)	0.30978	0.79843	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	21	2	0.1 (10%)	0.00424	0.71851	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	21	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0751 Fairview H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0751 Fairview H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0259 Fergus H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	15	13	0.87 (87%)	0.60042	0.96568	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0259 Fergus H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	60	3	0.05 (5%)	0.00175	0.6035	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0259 Fergus H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	22	24	1 (100%)	0.86205	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0259 Fergus H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0259 Fergus H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	60	34	0.57 (57%)	0.40186	0.71793	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	60	5	0.08 (8%)	0.00748	0.52117	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	60	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0259 Fergus H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0259 Fergus H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0853 Fishtail Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0853 Fishtail Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0853 Fishtail Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0853 Fishtail Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0853 Fishtail Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0853 Fishtail Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0853 Fishtail Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0311 Flathead H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	42	32	0.76 (76%)	0.5916	0.87608	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0311 Flathead H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	174	20	0.11 (11%)	0.03469	0.31923	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0311 Flathead H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	60	59	0.98 (98%)	0.9105	0.99709	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	60	17	0.28 (28%)	0.12571	0.5208	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0311 Flathead H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0311 Flathead H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	174	59	0.34 (34%)	0.23145	0.46637	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	174	31	0.18 (18%)	0.08171	0.34555	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	174	2	0.01 (1%)	0	0.6654	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0311 Flathead H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0311 Flathead H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0743 Florence-Carlton K-12 Schls

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0743 Florence-Carlton K-12 Schls

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	45	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0743 Florence-Carlton K-12 Schls

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	136	136	1 (100%)	0.97254	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	136	30	0.22 (22%)	0.10903	0.39555	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0743 Florence-Carlton K-12 Schls

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0743 Florence-Carlton K-12 Schls

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	113	70	0.62 (62%)	0.50233	0.72417	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	113	8	0.07 (7%)	0.00818	0.41181	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	113	1	0.01 (1%)	-0.00006	0.7971	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0743 Florence-Carlton K-12 Schls

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0743 Florence-Carlton K-12 Schls

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0790 Forsyth Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0790 Forsyth Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0790 Forsyth Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	50	49	0.98 (98%)	0.89371	0.99652	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	50	10	0.2 (20%)	0.05665	0.50983	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0790 Forsyth Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0790 Forsyth Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	37	23	0.62 (62%)	0.41991	0.78852	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	37	5	0.14 (14%)	0.01809	0.56916	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	37	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0790 Forsyth Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	11	9	0.82 (82%)	0.49158	0.95446	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0790 Forsyth Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0791 Forsyth H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0791 Forsyth H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	19	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0791 Forsyth H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0791 Forsyth H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0791 Forsyth H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	19	9	0.47 (47%)	0.20832	0.75478	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	19	2	0.11 (11%)	0.00516	0.72446	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	19	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0791 Forsyth H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0791 Forsyth H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0133 Fort Benton Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0133 Fort Benton Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0133 Fort Benton Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	28	28	1 (100%)	0.87938	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0133 Fort Benton Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0133 Fort Benton Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	19	9	0.47 (47%)	0.20832	0.75478	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	19	1	0.05 (5%)	0.00061	0.81451	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	19	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0133 Fort Benton Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0133 Fort Benton Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0134 Fort Benton H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0134 Fort Benton H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	14	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0134 Fort Benton H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0134 Fort Benton H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0134 Fort Benton H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	14	0	0 (0%)	0	0	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	14	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	14	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0134 Fort Benton H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0134 Fort Benton H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0529 Fortine Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0529 Fortine Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0529 Fortine Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0529 Fortine Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0529 Fortine Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0529 Fortine Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0529 Fortine Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0927 Frazer Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0927 Frazer Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0927 Frazer Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	20	20	1 (100%)	0.83891	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0927 Frazer Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0927 Frazer Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	13	10	0.77 (77%)	0.46031	0.92874	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	13	2	0.15 (15%)	0.01069	0.7522	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	13	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0927 Frazer Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0927 Frazer Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0928 Frazer H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0928 Frazer H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	15	2	0.13 (13%)	0.00814	0.74071	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0928 Frazer H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0928 Frazer H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0928 Frazer H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	12	0.8 (80%)	0.51728	0.93726	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	1	0.07 (7%)	0.00103	0.8199	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0928 Frazer H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0928 Frazer H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0599 Frenchtown K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0599 Frenchtown K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	58	2	0.03 (3%)	0.00052	0.68062	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0599 Frenchtown K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	144	146	1 (100%)	0.97437	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	144	30	0.21 (21%)	0.10065	0.38221	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0599 Frenchtown K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0599 Frenchtown K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	130	43	0.33 (33%)	0.20918	0.48009	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	130	3	0.02 (2%)	0.00034	0.5813	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	130	2	0.02 (2%)	0.00005	0.66801	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0599 Frenchtown K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	18	4	0.22 (22%)	0.03701	0.67953	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0599 Frenchtown K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0786 Froid Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0786 Froid Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0786 Froid Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	14	10	0.71 (71%)	0.40951	0.90015	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0786 Froid Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0786 Froid Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0786 Froid Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0786 Froid Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0787 Froid H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0787 Froid H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0787 Froid H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0787 Froid H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0787 Froid H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0787 Froid H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0787 Froid H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0071 Fromberg Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0071 Fromberg Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0071 Fromberg Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	32	26	0.81 (81%)	0.62658	0.91799	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0071 Fromberg Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0071 Fromberg Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	19	15	0.79 (79%)	0.53715	0.92379	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	19	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	19	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0071 Fromberg Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0071 Fromberg Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0072 Fromberg H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0072 Fromberg H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0072 Fromberg H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0072 Fromberg H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0072 Fromberg H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0072 Fromberg H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0072 Fromberg H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0774 Frontier Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0774 Frontier Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0774 Frontier Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	32	30	0.94 (94%)	0.79237	0.98334	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0774 Frontier Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0774 Frontier Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	20	12	0.6 (60%)	0.33328	0.81823	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	20	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	20	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0774 Frontier Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0774 Frontier Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0915 Galata Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0915 Galata Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0915 Galata Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0915 Galata Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0915 Galata Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0915 Galata Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0915 Galata Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0364 Gallatin Gateway Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0364 Gallatin Gateway Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0364 Gallatin Gateway Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	24	26	1 (100%)	0.8713	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0364 Gallatin Gateway Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0364 Gallatin Gateway Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	18	10	0.56 (56%)	0.27789	0.80238	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	18	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	18	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0364 Gallatin Gateway Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0364 Gallatin Gateway Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0614 Gardiner Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0614 Gardiner Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0614 Gardiner Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	20	20	1 (100%)	0.83891	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	20	10	0.5 (50%)	0.23657	0.76343	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0614 Gardiner Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0614 Gardiner Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	12	8	0.67 (67%)	0.3387	0.88651	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	12	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	12	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0614 Gardiner Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0614 Gardiner Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1191 Gardiner H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1191 Gardiner H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1191 Gardiner H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1191 Gardiner H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1191 Gardiner H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1191 Gardiner H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1191 Gardiner H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0378 Garfield County H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0378 Garfield County H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0378 Garfield County H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0378 Garfield County H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0378 Garfield County H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0378 Garfield County H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0378 Garfield County H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0718 Garrison Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0718 Garrison Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0718 Garrison Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0718 Garrison Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0718 Garrison Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0718 Garrison Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0718 Garrison Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0153 Geraldine Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0153 Geraldine Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0153 Geraldine Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0153 Geraldine Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0153 Geraldine Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0153 Geraldine Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0153 Geraldine Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0154 Geraldine H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0154 Geraldine H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0154 Geraldine H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0154 Geraldine H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0154 Geraldine H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0154 Geraldine H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0154 Geraldine H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0472 Geyser Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0472 Geyser Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0472 Geyser Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	10	0.71 (71%)	0.40951	0.90015	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0472 Geyser Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0472 Geyser Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	10	9	0.9 (90%)	0.57728	0.98345	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	10	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	10	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0472 Geyser Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0472 Geyser Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0473 Geyser H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0473 Geyser H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0473 Geyser H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0473 Geyser H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0473 Geyser H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0473 Geyser H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0473 Geyser H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1217 Gildford Colony Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1217 Gildford Colony Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1217 Gildford Colony Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1217 Gildford Colony Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1217 Gildford Colony Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1217 Gildford Colony Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1217 Gildford Colony Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0926 Glasgow K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	14	10	0.71 (71%)	0.4095	0.90015	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0926 Glasgow K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	35	4	0.11 (11%)	0.01113	0.59527	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0926 Glasgow K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	100	119	1 (100%)	0.96874	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	100	27	0.27 (27%)	0.13935	0.45793	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0926 Glasgow K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0926 Glasgow K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	102	41	0.4 (40%)	0.2666	0.55411	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	102	12	0.12 (12%)	0.02656	0.3941	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	102	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0926 Glasgow K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	19	13	0.68 (68%)	0.41625	0.86815	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0926 Glasgow K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0206 Glendive Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0206 Glendive Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0206 Glendive Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	168	154	0.92 (92%)	0.86224	0.95082	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	168	55	0.33 (33%)	0.21821	0.45908	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0206 Glendive Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0206 Glendive Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	133	86	0.65 (65%)	0.5413	0.73939	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	133	9	0.07 (7%)	0.00828	0.38564	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	133	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0206 Glendive Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	26	15	0.58 (58%)	0.3376	0.78488	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0206 Glendive Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0721 Gold Creek Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0721 Gold Creek Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0721 Gold Creek Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0721 Gold Creek Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0721 Gold Creek Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0721 Gold Creek Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0721 Gold Creek Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0896 Golden Ridge Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0896 Golden Ridge Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0896 Golden Ridge Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0896 Golden Ridge Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0896 Golden Ridge Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0896 Golden Ridge Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0896 Golden Ridge Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0003 Grant Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0003 Grant Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0003 Grant Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	12	1 (100%)	0.75755	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0003 Grant Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0003 Grant Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0003 Grant Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0003 Grant Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0268 Grass Range Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0268 Grass Range Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0268 Grass Range Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0268 Grass Range Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0268 Grass Range Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0268 Grass Range Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0268 Grass Range Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0269 Grass Range H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0269 Grass Range H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0269 Grass Range H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0269 Grass Range H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0269 Grass Range H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0269 Grass Range H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0269 Grass Range H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0098 Great Falls Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0098 Great Falls Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0098 Great Falls Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	1018	1010	0.99 (99%)	0.98453	0.99602	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	1018	399	0.39 (39%)	0.34529	0.44066	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0098 Great Falls Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0098 Great Falls Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	682	422	0.62 (62%)	0.57155	0.66384	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	682	107	0.16 (16%)	0.10003	0.23752	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	682	4	0.01 (1%)	-0.00001	0.49579	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0098 Great Falls Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	147	59	0.4 (40%)	0.28604	0.52873	0.548 (54.8%)	Not Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0098 Great Falls Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0099 Great Falls H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	91	49	0.54 (54%)	0.40121	0.67011	0.699 (69.9%)	Not Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0099 Great Falls H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	374	48	0.13 (13%)	0.06074	0.25099	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0099 Great Falls H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	166	164	0.99 (99%)	0.95686	0.99672	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	166	75	0.45 (45%)	0.34427	0.56404	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0099 Great Falls H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0099 Great Falls H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	374	85	0.23 (23%)	0.15112	0.32699	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	374	173	0.46 (46%)	0.38988	0.53687	0.12 (12%)	Not Met
Indicator 5C	Education Environment Rate -- Sep Schls	374	1	0 (0%)	-0.00008	0.79457	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0099 Great Falls H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0099 Great Falls H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0900 Greenfield Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0900 Greenfield Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0900 Greenfield Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0900 Greenfield Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0900 Greenfield Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0900 Greenfield Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0900 Greenfield Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0872 Greycliff Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0872 Greycliff Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0872 Greycliff Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0872 Greycliff Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0872 Greycliff Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0872 Greycliff Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0872 Greycliff Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0418 Hall Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0418 Hall Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0418 Hall Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0418 Hall Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0418 Hall Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0418 Hall Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0418 Hall Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0735 Hamilton K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	11	9	0.82 (82%)	0.49158	0.95446	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0735 Hamilton K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	61	2	0.03 (3%)	0.00047	0.67951	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0735 Hamilton K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	180	195	1 (100%)	0.98069	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	180	43	0.24 (24%)	0.13632	0.38427	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0735 Hamilton K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0735 Hamilton K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	170	81	0.48 (48%)	0.37125	0.58381	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	170	14	0.08 (8%)	0.01617	0.32832	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	170	2	0.01 (1%)	0	0.66559	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0735 Hamilton K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	25	6	0.24 (24%)	0.05596	0.62696	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0735 Hamilton K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0023 Hardin Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0023 Hardin Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0023 Hardin Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	102	178	1 (100%)	0.97888	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	102	45	0.44 (44%)	0.30647	0.58513	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0023 Hardin Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0023 Hardin Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	103	61	0.59 (59%)	0.46703	0.70651	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	103	9	0.09 (9%)	0.01306	0.40849	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	103	1	0.01 (1%)	-0.00005	0.79745	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0023 Hardin Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	11	11	1 (100%)	0.74121	1.00002	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0023 Hardin Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1189 Hardin H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	18	16	0.89 (89%)	0.65616	0.97107	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1189 Hardin H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	50	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1189 Hardin H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1189 Hardin H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1189 Hardin H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	50	26	0.52 (52%)	0.33814	0.6967	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	50	2	0.04 (4%)	0.00072	0.6842	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	50	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1189 Hardin H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1189 Hardin H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0030 Harlem Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0030 Harlem Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0030 Harlem Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	42	48	1 (100%)	0.92592	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0030 Harlem Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0030 Harlem Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	40	33	0.82 (82%)	0.66383	0.91841	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	40	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	40	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0030 Harlem Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0030 Harlem Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0031 Harlem H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0031 Harlem H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	14	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0031 Harlem H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0031 Harlem H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0031 Harlem H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	14	14	1 (100%)	0.78473	1.00002	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	14	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	14	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0031 Harlem H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0031 Harlem H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0945 Harlowton Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0945 Harlowton Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0945 Harlowton Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	46	46	1 (100%)	0.92295	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	46	17	0.37 (37%)	0.18497	0.60223	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0945 Harlowton Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0945 Harlowton Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	30	18	0.6 (60%)	0.3762	0.78863	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	30	3	0.1 (10%)	0.00676	0.64236	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	30	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0945 Harlowton Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0945 Harlowton Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0946 Harlowton H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0946 Harlowton H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	19	1	0.05 (5%)	0.00061	0.81451	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0946 Harlowton H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	10	1 (100%)	0.72251	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0946 Harlowton H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0946 Harlowton H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	19	17	0.89 (89%)	0.67148	0.97251	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	19	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	19	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0946 Harlowton H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0946 Harlowton H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0543 Harrison K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0543 Harrison K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0543 Harrison K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	20	16	0.8 (80%)	0.55659	0.92728	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0543 Harrison K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0543 Harrison K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	20	15	0.75 (75%)	0.49698	0.9011	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	20	1	0.05 (5%)	0.00055	0.81349	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	20	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0543 Harrison K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0543 Harrison K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0427 Havre Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0427 Havre Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0427 Havre Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	266	263	0.99 (99%)	0.9672	0.99618	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	266	93	0.35 (35%)	0.26042	0.45075	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0427 Havre Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0427 Havre Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	192	83	0.43 (43%)	0.33104	0.53952	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	192	10	0.05 (5%)	0.00561	0.3471	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	192	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0427 Havre Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	24	21	0.88 (88%)	0.67463	0.95942	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0427 Havre Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0428 Havre H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	17	7	0.41 (41%)	0.14837	0.73766	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0428 Havre H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	82	16	0.2 (20%)	0.07003	0.43823	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0428 Havre H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	36	36	1 (100%)	0.9036	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0428 Havre H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0428 Havre H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	82	30	0.37 (37%)	0.21807	0.54407	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	82	11	0.13 (13%)	0.03124	0.42638	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	82	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0428 Havre H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0428 Havre H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0078 Hawks Home Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0078 Hawks Home Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0078 Hawks Home Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0078 Hawks Home Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0078 Hawks Home Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0078 Hawks Home Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0078 Hawks Home Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1213 Hays-Lodge Pole K-12 Schls

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1213 Hays-Lodge Pole K-12 Schls

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	17	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1213 Hays-Lodge Pole K-12 Schls

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	24	28	1 (100%)	0.87938	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1213 Hays-Lodge Pole K-12 Schls

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1213 Hays-Lodge Pole K-12 Schls

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	40	32	0.8 (80%)	0.63301	0.9027	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	40	5	0.12 (12%)	0.01572	0.56006	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	40	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1213 Hays-Lodge Pole K-12 Schls

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1213 Hays-Lodge Pole K-12 Schls

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1226 Heart Butte K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1226 Heart Butte K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1226 Heart Butte K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1226 Heart Butte K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1226 Heart Butte K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	22	12	0.55 (55%)	0.28897	0.77989	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	22	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	22	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1226 Heart Butte K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1226 Heart Butte K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0487 Helena Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0487 Helena Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0487 Helena Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	890	882	0.99 (99%)	0.98231	0.99545	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	890	303	0.34 (34%)	0.28939	0.39551	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0487 Helena Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0487 Helena Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	584	380	0.65 (65%)	0.60145	0.69689	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	584	41	0.07 (7%)	0.02365	0.19036	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	584	2	0 (0%)	-0.00006	0.65994	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0487 Helena Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	81	34	0.42 (42%)	0.27043	0.58535	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0487 Helena Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0320 Helena Flats Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0320 Helena Flats Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0320 Helena Flats Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	32	26	0.81 (81%)	0.62658	0.91799	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0320 Helena Flats Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0320 Helena Flats Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	24	22	0.92 (92%)	0.73149	0.978	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	24	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	24	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0320 Helena Flats Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0320 Helena Flats Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0488 Helena H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	59	43	0.73 (73%)	0.58136	0.83874	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0488 Helena H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	280	26	0.09 (9%)	0.02867	0.26182	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0488 Helena H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	154	140	0.91 (91%)	0.84994	0.9464	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	154	37	0.24 (24%)	0.13139	0.39797	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0488 Helena H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0488 Helena H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	280	210	0.75 (75%)	0.68729	0.80372	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	280	31	0.11 (11%)	0.04093	0.2663	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	280	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0488 Helena H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0488 Helena H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0586 Hellgate Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0586 Hellgate Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0586 Hellgate Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	146	140	0.96 (96%)	0.91197	0.98133	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	146	50	0.34 (34%)	0.22645	0.48096	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0586 Hellgate Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0586 Hellgate Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	100	62	0.62 (62%)	0.49554	0.73045	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	100	3	0.03 (3%)	0.00061	0.5871	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	100	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0586 Hellgate Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0586 Hellgate Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0717 Helmville Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0717 Helmville Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0717 Helmville Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0717 Helmville Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0717 Helmville Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0717 Helmville Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0717 Helmville Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0145 Highwood Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0145 Highwood Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0145 Highwood Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0145 Highwood Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0145 Highwood Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0145 Highwood Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0145 Highwood Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0146 Highwood H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0146 Highwood H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0146 Highwood H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0146 Highwood H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0146 Highwood H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0146 Highwood H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0146 Highwood H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0932 Hinsdale Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0932 Hinsdale Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0932 Hinsdale Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	16	1 (100%)	0.80643	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0932 Hinsdale Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0932 Hinsdale Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0932 Hinsdale Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0932 Hinsdale Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0933 Hinsdale H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0933 Hinsdale H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0933 Hinsdale H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0933 Hinsdale H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0933 Hinsdale H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0933 Hinsdale H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0933 Hinsdale H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0469 Hobson K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0469 Hobson K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0469 Hobson K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0469 Hobson K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0469 Hobson K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	13	7	0.54 (54%)	0.22775	0.82192	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	13	1	0.08 (8%)	0.00139	0.82377	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	13	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0469 Hobson K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0469 Hobson K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0814 Hot Springs Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0814 Hot Springs Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0814 Hot Springs Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0814 Hot Springs Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0814 Hot Springs Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0814 Hot Springs Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0814 Hot Springs Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0815 Hot Springs H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0815 Hot Springs H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0815 Hot Springs H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0815 Hot Springs H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0815 Hot Springs H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0815 Hot Springs H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0815 Hot Springs H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0983 Huntley Project K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0983 Huntley Project K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	37	6	0.16 (16%)	0.02861	0.55939	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0983 Huntley Project K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	98	98	1 (100%)	0.96229	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	98	27	0.28 (28%)	0.14332	0.4636	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0983 Huntley Project K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0983 Huntley Project K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	89	15	0.17 (17%)	0.05405	0.41814	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	89	4	0.04 (4%)	0.00187	0.53378	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	89	3	0.03 (3%)	0.00078	0.59018	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0983 Huntley Project K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	13	1	0.08 (8%)	0.00139	0.82377	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0983 Huntley Project K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0923 Hysham K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0923 Hysham K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0923 Hysham K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0923 Hysham K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0923 Hysham K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	13	11	0.85 (85%)	0.55231	0.96085	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	13	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	13	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0923 Hysham K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0923 Hysham K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0989 Independent Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0989 Independent Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0989 Independent Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	44	52	1 (100%)	0.93122	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	44	18	0.41 (41%)	0.21825	0.6319	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0989 Independent Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0989 Independent Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	36	21	0.58 (58%)	0.37614	0.76475	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	36	1	0.03 (3%)	0.00011	0.80475	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	36	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0989 Independent Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	10	4	0.4 (40%)	0.10256	0.79538	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0989 Independent Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0014 Jackson Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0014 Jackson Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0014 Jackson Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0014 Jackson Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0014 Jackson Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0014 Jackson Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0014 Jackson Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0457 Jefferson H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0457 Jefferson H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	36	1	0.03 (3%)	0.00011	0.80475	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0457 Jefferson H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	20	22	1 (100%)	0.85138	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0457 Jefferson H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0457 Jefferson H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	36	28	0.78 (78%)	0.59603	0.89252	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	36	1	0.03 (3%)	0.00011	0.80475	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	36	7	0.19 (19%)	0.04339	0.56197	0.018 (1.8%)	Not Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0457 Jefferson H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

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District Name 0457 Jefferson H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0060 Joliet Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0060 Joliet Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0060 Joliet Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	26	20	0.77 (77%)	0.55126	0.90047	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0060 Joliet Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0060 Joliet Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	25	18	0.72 (72%)	0.48907	0.87356	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	25	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	25	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0060 Joliet Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0060 Joliet Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0061 Joliet H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0061 Joliet H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	15	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0061 Joliet H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0061 Joliet H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0061 Joliet H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	2	0.13 (13%)	0.00814	0.74071	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0061 Joliet H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0061 Joliet H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0377 Jordan Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0377 Jordan Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0377 Jordan Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	10	0.83 (83%)	0.5238	0.95789	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0377 Jordan Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0377 Jordan Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	10	6	0.6 (60%)	0.25239	0.86955	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	10	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	10	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0377 Jordan Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0377 Jordan Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0948 Judith Gap Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0948 Judith Gap Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0948 Judith Gap Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	14	0.78 (78%)	0.51601	0.91996	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0948 Judith Gap Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0948 Judith Gap Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	10	7	0.7 (70%)	0.34729	0.911	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	10	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	10	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0948 Judith Gap Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0948 Judith Gap Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0949 Judith Gap H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0949 Judith Gap H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0949 Judith Gap H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0949 Judith Gap H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0949 Judith Gap H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0949 Judith Gap H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0949 Judith Gap H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0310 Kalispell Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0310 Kalispell Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0310 Kalispell Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	366	356	0.97 (97%)	0.95005	0.98522	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	366	152	0.42 (42%)	0.33999	0.49478	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0310 Kalispell Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0310 Kalispell Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	274	91	0.33 (33%)	0.24388	0.43394	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	274	18	0.07 (7%)	0.01309	0.27101	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	274	1	0 (0%)	-0.00007	0.79497	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0310 Kalispell Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	55	8	0.15 (15%)	0.02901	0.49186	0.548 (54.8%)	Not Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0310 Kalispell Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0386 Kester Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0386 Kester Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0386 Kester Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0386 Kester Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0386 Kester Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0386 Kester Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0386 Kester Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0323 Kila Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0323 Kila Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0323 Kila Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	24	24	1 (100%)	0.86205	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0323 Kila Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0323 Kila Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	8	0.53 (53%)	0.23814	0.8069	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	2	0.13 (13%)	0.00814	0.74071	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0323 Kila Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0323 Kila Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0272 King Colony Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0272 King Colony Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0272 King Colony Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0272 King Colony Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0272 King Colony Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0272 King Colony Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0272 King Colony Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0187 Kinsey Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0187 Kinsey Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0187 Kinsey Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0187 Kinsey Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0187 Kinsey Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0187 Kinsey Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0187 Kinsey Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0173 Kircher Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0173 Kircher Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0173 Kircher Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0173 Kircher Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0173 Kircher Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0173 Kircher Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0173 Kircher Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0161 Knees Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0161 Knees Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0161 Knees Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0161 Knees Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0161 Knees Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0161 Knees Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0161 Knees Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0768 Lambert Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0768 Lambert Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0768 Lambert Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0768 Lambert Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0768 Lambert Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0768 Lambert Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0768 Lambert Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0769 Lambert H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0769 Lambert H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0769 Lambert H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0769 Lambert H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0769 Lambert H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0769 Lambert H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0769 Lambert H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0792 Lame Deer Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0792 Lame Deer Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0792 Lame Deer Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	124	125	1 (100%)	0.97019	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	124	15	0.12 (12%)	0.03193	0.36452	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0792 Lame Deer Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0792 Lame Deer Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	70	48	0.69 (69%)	0.54483	0.79907	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	70	8	0.11 (11%)	0.01915	0.4596	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	70	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0792 Lame Deer Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0792 Lame Deer Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1230 Lame Deer H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	12	5	0.42 (42%)	0.12585	0.77987	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1230 Lame Deer H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	27	6	0.22 (22%)	0.04913	0.6121	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1230 Lame Deer H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	18	1 (100%)	0.82416	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1230 Lame Deer H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1230 Lame Deer H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	28	22	0.79 (79%)	0.57944	0.90706	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	28	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	28	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1230 Lame Deer H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1230 Lame Deer H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0367 LaMotte Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0367 LaMotte Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0367 LaMotte Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0367 LaMotte Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0367 LaMotte Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0367 LaMotte Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0367 LaMotte Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0970 Laurel Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0970 Laurel Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0970 Laurel Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	242	234	0.97 (97%)	0.93546	0.98334	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	242	90	0.37 (37%)	0.27921	0.47507	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0970 Laurel Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0970 Laurel Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	167	79	0.47 (47%)	0.36677	0.58182	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	167	9	0.05 (5%)	0.00547	0.36913	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	167	2	0.01 (1%)	0	0.66573	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0970 Laurel Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	33	6	0.18 (18%)	0.03487	0.57709	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0970 Laurel Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0971 Laurel H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	25	21	0.84 (84%)	0.63398	0.94089	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0971 Laurel H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	95	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0971 Laurel H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	50	50	1 (100%)	0.92867	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0971 Laurel H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0971 Laurel H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	95	73	0.77 (77%)	0.65973	0.85027	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	95	11	0.12 (12%)	0.02444	0.40597	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	95	3	0.03 (3%)	0.00068	0.58842	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0971 Laurel H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0971 Laurel H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0411 Lavina K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0411 Lavina K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0411 Lavina K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	16	14	0.88 (88%)	0.62087	0.96769	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	16	10	0.62 (62%)	0.33291	0.84773	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0411 Lavina K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0411 Lavina K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	9	0.6 (60%)	0.30046	0.83972	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0411 Lavina K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0411 Lavina K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0568 Lennep Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0568 Lennep Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0568 Lennep Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0568 Lennep Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0568 Lennep Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0568 Lennep Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0568 Lennep Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0258 Lewistown Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0258 Lewistown Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0258 Lewistown Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	220	228	1 (100%)	0.98344	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	220	93	0.42 (42%)	0.32735	0.52423	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0258 Lewistown Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0258 Lewistown Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	148	63	0.43 (43%)	0.31133	0.54856	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	148	26	0.18 (18%)	0.07463	0.36019	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	148	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0258 Lewistown Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	20	18	0.9 (90%)	0.68552	0.97381	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0258 Lewistown Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0522 Libby K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0522 Libby K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	58	1	0.02 (2%)	0	0.80051	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0522 Libby K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	154	152	0.99 (99%)	0.95356	0.99646	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	154	46	0.3 (30%)	0.1862	0.44222	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0522 Libby K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0522 Libby K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	150	90	0.6 (60%)	0.4967	0.69511	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	150	9	0.06 (6%)	0.00666	0.37651	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	150	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0522 Libby K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	22	22	1 (100%)	0.85137	1.00001	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0522 Libby K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1224 Liberty Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1224 Liberty Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1224 Liberty Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1224 Liberty Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1224 Liberty Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1224 Liberty Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1224 Liberty Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0009 Lima K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0009 Lima K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0009 Lima K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0009 Lima K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0009 Lima K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	13	10	0.77 (77%)	0.46031	0.92874	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	13	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	13	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0009 Lima K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0009 Lima K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0528 Lincoln County H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0528 Lincoln County H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	25	1	0.04 (4%)	0.00032	0.80959	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0528 Lincoln County H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	10	0.71 (71%)	0.40951	0.90015	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0528 Lincoln County H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0528 Lincoln County H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	25	0	0 (0%)	0	0	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	25	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	25	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0528 Lincoln County H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0528 Lincoln County H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1221 Lincoln K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1221 Lincoln K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	16	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1221 Lincoln K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	52	52	1 (100%)	0.93122	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	52	21	0.4 (40%)	0.22518	0.61224	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1221 Lincoln K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1221 Lincoln K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	34	7	0.21 (21%)	0.04777	0.57237	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	34	1	0.03 (3%)	0.00013	0.8054	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	34	1	0.03 (3%)	0.00013	0.8054	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1221 Lincoln K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1221 Lincoln K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0216 Lindsay Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0216 Lindsay Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0216 Lindsay Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0216 Lindsay Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0216 Lindsay Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0216 Lindsay Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0216 Lindsay Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0612 Livingston Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0612 Livingston Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0612 Livingston Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	166	164	0.99 (99%)	0.95686	0.99672	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	166	54	0.33 (33%)	0.21561	0.45819	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0612 Livingston Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0612 Livingston Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	111	68	0.61 (61%)	0.49378	0.7194	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	111	10	0.09 (9%)	0.01489	0.39275	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	111	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0612 Livingston Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	16	3	0.19 (19%)	0.02183	0.70404	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0612 Livingston Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0967 Lockwood Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0967 Lockwood Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0967 Lockwood Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	248	236	0.95 (95%)	0.91628	0.97249	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	248	103	0.42 (42%)	0.32487	0.51186	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0967 Lockwood Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0967 Lockwood Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	162	49	0.3 (30%)	0.19214	0.4415	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	162	11	0.07 (7%)	0.00973	0.34968	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	162	9	0.06 (6%)	0.00579	0.37115	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0967 Lockwood Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	25	2	0.08 (8%)	0.00301	0.70931	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0967 Lockwood Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0025 Lodge Grass Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0025 Lodge Grass Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0025 Lodge Grass Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	66	41	0.62 (62%)	0.46847	0.7532	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0025 Lodge Grass Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0025 Lodge Grass Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	42	31	0.74 (74%)	0.56351	0.86019	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	42	2	0.05 (5%)	0.00105	0.68909	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	42	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0025 Lodge Grass Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0025 Lodge Grass Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1190 Lodge Grass H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	10	6	0.6 (60%)	0.25239	0.86955	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1190 Lodge Grass H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	37	3	0.08 (8%)	0.00452	0.628	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1190 Lodge Grass H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	16	12	0.75 (75%)	0.4677	0.91109	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1190 Lodge Grass H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1190 Lodge Grass H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	37	18	0.49 (49%)	0.27922	0.69849	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	37	2	0.05 (5%)	0.00137	0.69318	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	37	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1190 Lodge Grass H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1190 Lodge Grass H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0588 Lolo Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0588 Lolo Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0588 Lolo Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	120	120	1 (100%)	0.96899	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	120	57	0.48 (48%)	0.35108	0.60207	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0588 Lolo Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0588 Lolo Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	77	33	0.43 (43%)	0.27603	0.59599	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	77	2	0.03 (3%)	0.00027	0.67505	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	77	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0588 Lolo Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	14	11	0.79 (79%)	0.4903	0.93326	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0588 Lolo Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0741 Lone Rock Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0741 Lone Rock Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0741 Lone Rock Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	48	46	0.96 (96%)	0.85725	0.98879	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	48	11	0.23 (23%)	0.07421	0.52429	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0741 Lone Rock Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0741 Lone Rock Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	32	25	0.78 (78%)	0.58834	0.89926	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	32	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	32	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0741 Lone Rock Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	10	8	0.8 (80%)	0.45494	0.95046	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0741 Lone Rock Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0941 Lustre Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0941 Lustre Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0941 Lustre Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0941 Lustre Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0941 Lustre Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0941 Lustre Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0941 Lustre Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1231 Luther Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1231 Luther Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1231 Luther Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1231 Luther Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1231 Luther Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1231 Luther Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1231 Luther Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0370 Malmborg Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0370 Malmborg Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0370 Malmborg Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0370 Malmborg Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0370 Malmborg Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0370 Malmborg Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0370 Malmborg Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0659 Malta K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0659 Malta K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	34	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0659 Malta K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	72	72	1 (100%)	0.94936	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	72	18	0.25 (25%)	0.1071	0.48081	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0659 Malta K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0659 Malta K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	82	21	0.26 (26%)	0.11805	0.46954	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	82	11	0.13 (13%)	0.03124	0.42638	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	82	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0659 Malta K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	15	4	0.27 (27%)	0.05096	0.71093	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0659 Malta K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0347 Manhattan Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0347 Manhattan Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0347 Manhattan Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	24	22	0.92 (92%)	0.73149	0.978	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0347 Manhattan Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0347 Manhattan Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	31	20	0.65 (65%)	0.42829	0.81526	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	31	6	0.19 (19%)	0.03883	0.58744	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	31	1	0.03 (3%)	0.00018	0.80653	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0347 Manhattan Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0347 Manhattan Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0348 Manhattan H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0348 Manhattan H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	16	1	0.06 (6%)	0.0009	0.81831	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0348 Manhattan H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0348 Manhattan H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0348 Manhattan H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	16	4	0.25 (25%)	0.04553	0.69936	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	16	7	0.44 (44%)	0.16349	0.75578	0.12 (12%)	Not Met
Indicator 5C	Education Environment Rate -- Sep Schls	16	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0348 Manhattan H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0348 Manhattan H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0341 Marion Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0341 Marion Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0341 Marion Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	22	26	1 (100%)	0.8713	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	22	12	0.55 (55%)	0.28897	0.7799	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0341 Marion Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0341 Marion Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	13	12	0.92 (92%)	0.65394	0.98707	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	13	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	13	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0341 Marion Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0341 Marion Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0530 McCormick Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0530 McCormick Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0530 McCormick Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0530 McCormick Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0530 McCormick Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0530 McCormick Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0530 McCormick Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0875 McLeod Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0875 McLeod Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0875 McLeod Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0875 McLeod Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0875 McLeod Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0875 McLeod Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0875 McLeod Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0822 Medicine Lake K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0822 Medicine Lake K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0822 Medicine Lake K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	22	22	1 (100%)	0.85138	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	22	16	0.73 (73%)	0.48243	0.88414	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0822 Medicine Lake K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0822 Medicine Lake K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	19	19	1 (100%)	0.83185	1.00001	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	19	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	19	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0822 Medicine Lake K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0822 Medicine Lake K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0844 Melrose Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0844 Melrose Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0844 Melrose Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0844 Melrose Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0844 Melrose Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0844 Melrose Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0844 Melrose Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0607 Melstone Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0607 Melstone Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0607 Melstone Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	10	1 (100%)	0.72251	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0607 Melstone Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0607 Melstone Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0607 Melstone Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0607 Melstone Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0608 Melstone H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0608 Melstone H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0608 Melstone H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0608 Melstone H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0608 Melstone H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0608 Melstone H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0608 Melstone H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0868 Melville Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0868 Melville Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0868 Melville Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0868 Melville Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0868 Melville Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0868 Melville Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0868 Melville Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0684 Miami Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0684 Miami Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0684 Miami Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0684 Miami Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0684 Miami Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0684 Miami Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0684 Miami Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0172 Miles City Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0172 Miles City Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0172 Miles City Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	212	208	0.98 (98%)	0.95212	0.9927	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	212	80	0.38 (38%)	0.27906	0.48689	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0172 Miles City Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0172 Miles City Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	155	103	0.66 (66%)	0.56887	0.74833	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	155	29	0.19 (19%)	0.08537	0.36199	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	155	1	0.01 (1%)	-0.00007	0.79612	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0172 Miles City Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	24	14	0.58 (58%)	0.33591	0.79487	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0172 Miles City Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0583 Missoula Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0583 Missoula Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0583 Missoula Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	1110	1088	0.98 (98%)	0.97005	0.98693	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	1110	423	0.38 (38%)	0.33607	0.42824	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0583 Missoula Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0583 Missoula Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	705	359	0.51 (51%)	0.45768	0.56056	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	705	102	0.14 (14%)	0.08932	0.22582	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	705	2	0 (0%)	-0.00006	0.65954	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0583 Missoula Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	110	60	0.55 (55%)	0.42054	0.66489	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0583 Missoula Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0584 Missoula H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	114	78	0.68 (68%)	0.57448	0.77664	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0584 Missoula H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	599	46	0.08 (8%)	0.0286	0.19019	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0584 Missoula H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	250	250	1 (100%)	0.98487	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	250	79	0.32 (32%)	0.22405	0.42501	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0584 Missoula H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0584 Missoula H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	599	201	0.34 (34%)	0.2739	0.40337	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	599	122	0.2 (20%)	0.14177	0.28365	0.12 (12%)	Not Met
Indicator 5C	Education Environment Rate -- Sep Schls	599	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0584 Missoula H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0584 Missoula H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0852 Molt Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0852 Molt Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0852 Molt Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0852 Molt Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0852 Molt Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0852 Molt Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0852 Molt Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0363 Monforton Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0363 Monforton Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0363 Monforton Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	44	32	0.73 (73%)	0.55509	0.85075	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	44	16	0.36 (36%)	0.17671	0.60335	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0363 Monforton Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0363 Monforton Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	27	23	0.85 (85%)	0.65799	0.94503	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	27	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	27	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0363 Monforton Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0363 Monforton Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 9258 Mont Sch for Deaf Blind

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 9258 Mont Sch for Deaf Blind

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	40	1	0.02 (2%)	0.00007	0.80364	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 9258 Mont Sch for Deaf Blind

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	50	46	0.92 (92%)	0.80566	0.96962	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 9258 Mont Sch for Deaf Blind

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

9258 Mont Sch for Deaf Blind

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	60	0	0 (0%)	0	0	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	60	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	60	57	0.95 (95%)	0.8599	0.98329	0.018 (1.8%)	Not Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 9258 Mont Sch for Deaf Blind

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 9258 Mont Sch for Deaf Blind

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0460 Montana City Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0460 Montana City Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0460 Montana City Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	52	44	0.85 (85%)	0.71242	0.92432	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	52	14	0.27 (27%)	0.10716	0.53065	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0460 Montana City Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0460 Montana City Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	37	35	0.95 (95%)	0.81817	0.98553	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	37	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	37	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0460 Montana City Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0460 Montana City Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0273 Moore Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0273 Moore Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0273 Moore Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0273 Moore Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0273 Moore Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0273 Moore Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0273 Moore Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0274 Moore H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0274 Moore H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0274 Moore H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0274 Moore H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0274 Moore H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0274 Moore H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0274 Moore H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0976 Morin Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0976 Morin Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0976 Morin Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0976 Morin Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0976 Morin Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0976 Morin Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0976 Morin Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1222 Mountain View Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1222 Mountain View Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1222 Mountain View Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1222 Mountain View Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1222 Mountain View Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1222 Mountain View Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1222 Mountain View Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0937 Nashua K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0937 Nashua K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0937 Nashua K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	20	16	0.8 (80%)	0.55659	0.92728	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0937 Nashua K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0937 Nashua K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	20	15	0.75 (75%)	0.49698	0.9011	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	20	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	20	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0937 Nashua K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0937 Nashua K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1216 North Harlem Colony Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1216 North Harlem Colony Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1216 North Harlem Colony Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1216 North Harlem Colony Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1216 North Harlem Colony Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1216 North Harlem Colony Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1216 North Harlem Colony Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1233 North Star Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1233 North Star Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1233 North Star Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	26	18	0.69 (69%)	0.46199	0.855	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1233 North Star Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1233 North Star Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	6	0.4 (40%)	0.13044	0.7476	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1233 North Star Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1233 North Star Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1234 North Star HS

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1234 North Star HS

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1234 North Star HS

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1234 North Star HS

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1234 North Star HS

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1234 North Star HS

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1234 North Star HS

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0811 Noxon Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0811 Noxon Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0811 Noxon Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0811 Noxon Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0811 Noxon Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0811 Noxon Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0811 Noxon Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0812 Noxon H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0812 Noxon H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0812 Noxon H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0812 Noxon H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0812 Noxon H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0812 Noxon H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0812 Noxon H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0857 Nye Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0857 Nye Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0857 Nye Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0857 Nye Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0857 Nye Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0857 Nye Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0857 Nye Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0342 Olney-Bissell Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0342 Olney-Bissell Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0342 Olney-Bissell Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	10	0.83 (83%)	0.5238	0.95789	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0342 Olney-Bissell Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0342 Olney-Bissell Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0342 Olney-Bissell Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0342 Olney-Bissell Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0935 Opheim K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0935 Opheim K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0935 Opheim K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0935 Opheim K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0935 Opheim K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0935 Opheim K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0935 Opheim K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0375 Ophir Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0375 Ophir Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0375 Ophir Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0375 Ophir Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0375 Ophir Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0375 Ophir Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0375 Ophir Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0715 Ovando Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0715 Ovando Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0715 Ovando Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0715 Ovando Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0715 Ovando Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0715 Ovando Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0715 Ovando Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0808 Paradise Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0808 Paradise Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0808 Paradise Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0808 Paradise Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0808 Paradise Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0808 Paradise Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0808 Paradise Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0846 Park City Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0846 Park City Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0846 Park City Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	32	32	1 (100%)	0.89285	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0846 Park City Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0846 Park City Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	28	25	0.89 (89%)	0.71613	0.96496	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	28	2	0.07 (7%)	0.0024	0.70404	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	28	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0846 Park City Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0846 Park City Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0847 Park City H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0847 Park City H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0847 Park City H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0847 Park City H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0847 Park City H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0847 Park City H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0847 Park City H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0613 Park H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	18	13	0.72 (72%)	0.45169	0.89139	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0613 Park H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	72	13	0.18 (18%)	0.05576	0.45103	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0613 Park H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	38	36	0.95 (95%)	0.82259	0.98591	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	38	10	0.26 (26%)	0.08774	0.57	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0613 Park H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0613 Park H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	72	53	0.74 (74%)	0.60447	0.83584	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	72	5	0.07 (7%)	0.00532	0.50762	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	72	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0613 Park H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0613 Park H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0362 Pass Creek Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0362 Pass Creek Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0362 Pass Creek Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0362 Pass Creek Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0362 Pass Creek Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0362 Pass Creek Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0362 Pass Creek Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0196 Peerless K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0196 Peerless K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0196 Peerless K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0196 Peerless K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0196 Peerless K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0196 Peerless K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0196 Peerless K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0898 Pendroy Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0898 Pendroy Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0898 Pendroy Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0898 Pendroy Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0898 Pendroy Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0898 Pendroy Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0898 Pendroy Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0416 Philipsburg K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0416 Philipsburg K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	15	1	0.07 (7%)	0.00103	0.8199	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0416 Philipsburg K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	42	36	0.86 (86%)	0.70873	0.9367	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	42	17	0.4 (40%)	0.21084	0.63378	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0416 Philipsburg K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0416 Philipsburg K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	34	26	0.76 (76%)	0.57467	0.8866	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	34	2	0.06 (6%)	0.00162	0.69619	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	34	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0416 Philipsburg K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0416 Philipsburg K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0620 Pine Creek Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0620 Pine Creek Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0620 Pine Creek Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0620 Pine Creek Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0620 Pine Creek Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0620 Pine Creek Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0620 Pine Creek Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0385 Pine Grove Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0385 Pine Grove Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0385 Pine Grove Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0385 Pine Grove Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0385 Pine Grove Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0385 Pine Grove Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0385 Pine Grove Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0987 Pioneer Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0987 Pioneer Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0987 Pioneer Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0987 Pioneer Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0987 Pioneer Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0987 Pioneer Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0987 Pioneer Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0802 Plains Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0802 Plains Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0802 Plains Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	40	54	1 (100%)	0.9336	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	40	12	0.3 (30%)	0.11766	0.57931	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0802 Plains Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0802 Plains Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	31	20	0.65 (65%)	0.42829	0.81526	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	31	4	0.13 (13%)	0.01392	0.60753	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	31	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0802 Plains Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0802 Plains Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0803 Plains H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0803 Plains H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	13	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0803 Plains H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0803 Plains H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0803 Plains H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	13	10	0.77 (77%)	0.46031	0.92874	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	13	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	13	1	0.08 (8%)	0.00139	0.82377	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0803 Plains H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0803 Plains H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0325 Pleasant Valley Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0325 Pleasant Valley Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0325 Pleasant Valley Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0325 Pleasant Valley Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0325 Pleasant Valley Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0325 Pleasant Valley Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0325 Pleasant Valley Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1214 Plenty Coups H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1214 Plenty Coups H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	15	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1214 Plenty Coups H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1214 Plenty Coups H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1214 Plenty Coups H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	0	0 (0%)	0	0	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	2	0.13 (13%)	0.00814	0.74071	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1214 Plenty Coups H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1214 Plenty Coups H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0828 Plentywood K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0828 Plentywood K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	30	1	0.03 (3%)	0.0002	0.80696	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0828 Plentywood K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	64	66	1 (100%)	0.94501	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	64	27	0.42 (42%)	0.25703	0.60618	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0828 Plentywood K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0828 Plentywood K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	69	44	0.64 (64%)	0.48997	0.76328	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	69	3	0.04 (4%)	0.00132	0.59821	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	69	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0828 Plentywood K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0828 Plentywood K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0256 Plevna K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0256 Plevna K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0256 Plevna K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0256 Plevna K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0256 Plevna K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0256 Plevna K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0256 Plevna K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0012 Polaris Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0012 Polaris Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0012 Polaris Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0012 Polaris Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0012 Polaris Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0012 Polaris Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0012 Polaris Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0477 Polson Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0477 Polson Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0477 Polson Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	110	130	1 (100%)	0.97131	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	110	47	0.43 (43%)	0.29667	0.56886	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0477 Polson Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0477 Polson Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	108	93	0.86 (86%)	0.77643	0.91714	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	108	4	0.04 (4%)	0.00127	0.52631	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	108	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0477 Polson Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	27	8	0.3 (30%)	0.094	0.63072	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0477 Polson Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0478 Polson H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	19	14	0.74 (74%)	0.47525	0.89646	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0478 Polson H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	57	5	0.09 (9%)	0.00823	0.52538	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0478 Polson H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	34	34	1 (100%)	0.89851	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0478 Polson H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0478 Polson H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	57	42	0.74 (74%)	0.58799	0.84601	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	57	4	0.07 (7%)	0.00445	0.55694	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	57	1	0.02 (2%)	0	0.80064	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0478 Polson H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0478 Polson H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0775 Poplar Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0775 Poplar Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	17	4	0.24 (24%)	0.04093	0.68895	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0775 Poplar Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	142	131	0.92 (92%)	0.8638	0.9572	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	142	29	0.2 (20%)	0.09666	0.38096	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0775 Poplar Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0775 Poplar Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	104	53	0.51 (51%)	0.379	0.63893	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	104	7	0.07 (7%)	0.00668	0.43448	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	104	5	0.05 (5%)	0.00263	0.48613	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0775 Poplar Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0775 Poplar Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0776 Poplar H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0776 Poplar H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	32	6	0.19 (19%)	0.03677	0.58213	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0776 Poplar H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	12	1 (100%)	0.75755	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0776 Poplar H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0776 Poplar H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	32	10	0.31 (31%)	0.11483	0.6142	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	32	10	0.31 (31%)	0.11483	0.6142	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	32	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0776 Poplar H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0776 Poplar H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0589 Potomac Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0589 Potomac Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0589 Potomac Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	32	28	0.88 (88%)	0.70631	0.95324	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0589 Potomac Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0589 Potomac Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	1	0.07 (7%)	0.00103	0.8199	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0589 Potomac Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0589 Potomac Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0706 Powder River Co Dist H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0706 Powder River Co Dist H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	16	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0706 Powder River Co Dist H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	10	1 (100%)	0.72251	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0706 Powder River Co Dist H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0706 Powder River Co Dist H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	16	12	0.75 (75%)	0.4677	0.91108	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	16	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	16	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0706 Powder River Co Dist H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0706 Powder River Co Dist H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0713 Powell County H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0713 Powell County H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	63	2	0.03 (3%)	0.00043	0.67884	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0713 Powell County H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	36	12	0.33 (33%)	0.13809	0.60938	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0713 Powell County H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0713 Powell County H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	63	22	0.35 (35%)	0.18644	0.55678	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	63	7	0.11 (11%)	0.01651	0.48122	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	63	9	0.14 (14%)	0.03046	0.46886	0.018 (1.8%)	Not Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0713 Powell County H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0713 Powell County H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0894 Power Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0894 Power Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0894 Power Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0894 Power Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0894 Power Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0894 Power Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0894 Power Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0895 Power H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0895 Power H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0895 Power H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0895 Power H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0895 Power H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0895 Power H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0895 Power H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0021 Pryor Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0021 Pryor Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0021 Pryor Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	10	0.83 (83%)	0.5238	0.95789	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0021 Pryor Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0021 Pryor Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0021 Pryor Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0021 Pryor Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0842 Ramsay Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0842 Ramsay Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0842 Ramsay Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	36	34	0.94 (94%)	0.81354	0.98514	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0842 Ramsay Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0842 Ramsay Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	20	1	0.05 (5%)	0.00055	0.81349	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	20	1	0.05 (5%)	0.00055	0.81349	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	20	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0842 Ramsay Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0842 Ramsay Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0858 Rapelje Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0858 Rapelje Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0858 Rapelje Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0858 Rapelje Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0858 Rapelje Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0858 Rapelje Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0858 Rapelje Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0859 Rapelje H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0859 Rapelje H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0859 Rapelje H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0859 Rapelje H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0859 Rapelje H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0859 Rapelje H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0859 Rapelje H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0754 Rau Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0754 Rau Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0754 Rau Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	10	0.83 (83%)	0.5238	0.95789	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0754 Rau Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0754 Rau Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	11	9	0.82 (82%)	0.49158	0.95446	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	11	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	11	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0754 Rau Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0754 Rau Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0056 Red Lodge Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0056 Red Lodge Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0056 Red Lodge Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	58	60	1 (100%)	0.93984	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	58	30	0.52 (52%)	0.34691	0.68366	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0056 Red Lodge Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0056 Red Lodge Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	49	32	0.65 (65%)	0.47996	0.79336	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	49	2	0.04 (4%)	0.00076	0.68472	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	49	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0056 Red Lodge Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0056 Red Lodge Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0057 Red Lodge H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0057 Red Lodge H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	16	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0057 Red Lodge H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	12	1 (100%)	0.75755	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0057 Red Lodge H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0057 Red Lodge H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	16	0	0 (0%)	0	0	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	16	3	0.19 (19%)	0.02183	0.70404	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	16	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0057 Red Lodge H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0057 Red Lodge H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0850 Reed Point Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0850 Reed Point Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0850 Reed Point Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0850 Reed Point Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0850 Reed Point Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0850 Reed Point Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0850 Reed Point Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0851 Reed Point H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0851 Reed Point H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0851 Reed Point H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0851 Reed Point H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0851 Reed Point H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0851 Reed Point H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0851 Reed Point H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0015 Reichle Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0015 Reichle Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0015 Reichle Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0015 Reichle Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0015 Reichle Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0015 Reichle Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0015 Reichle Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0227 Richey Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0227 Richey Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0227 Richey Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0227 Richey Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0227 Richey Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0227 Richey Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0227 Richey Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0228 Richey H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0228 Richey H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0228 Richey H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0228 Richey H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0228 Richey H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0228 Richey H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0228 Richey H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0069 Roberts K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0069 Roberts K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0069 Roberts K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0069 Roberts K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0069 Roberts K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	12	7	0.58 (58%)	0.25884	0.84878	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	12	1	0.08 (8%)	0.00165	0.82617	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	12	2	0.17 (17%)	0.01245	0.75923	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0069 Roberts K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0069 Roberts K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1207 Rocky Boy Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1207 Rocky Boy Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1207 Rocky Boy Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	88	88	1 (100%)	0.95818	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1207 Rocky Boy Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1207 Rocky Boy Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	50	36	0.72 (72%)	0.55776	0.83982	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	50	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	50	1	0.02 (2%)	0.00001	0.80163	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1207 Rocky Boy Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1207 Rocky Boy Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1229 Rocky Boy H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1229 Rocky Boy H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	19	2	0.11 (11%)	0.00516	0.72446	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1229 Rocky Boy H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1229 Rocky Boy H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1229 Rocky Boy H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	19	10	0.53 (53%)	0.25585	0.78217	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	19	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	19	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1229 Rocky Boy H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1229 Rocky Boy H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1199 Ronan Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1199 Ronan Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1199 Ronan Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	142	142	1 (100%)	0.97367	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	142	42	0.3 (30%)	0.17966	0.44611	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1199 Ronan Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1199 Ronan Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	100	61	0.61 (61%)	0.48458	0.72238	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	100	4	0.04 (4%)	0.00148	0.52912	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	100	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1199 Ronan Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	26	16	0.62 (62%)	0.37781	0.80829	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1199 Ronan Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1200 Ronan H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1200 Ronan H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	32	2	0.06 (6%)	0.00184	0.69849	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1200 Ronan H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	28	22	0.79 (79%)	0.57944	0.90707	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1200 Ronan H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1200 Ronan H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	32	9	0.28 (28%)	0.09218	0.60115	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	32	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	32	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1200 Ronan H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1200 Ronan H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0794 Rosebud Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0794 Rosebud Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0794 Rosebud Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	12	1 (100%)	0.75755	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0794 Rosebud Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0794 Rosebud Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0794 Rosebud Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0794 Rosebud Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0795 Rosebud H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0795 Rosebud H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0795 Rosebud H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0795 Rosebud H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0795 Rosebud H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0795 Rosebud H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0795 Rosebud H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0394 Ross Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0394 Ross Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0394 Ross Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0394 Ross Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0394 Ross Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0394 Ross Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0394 Ross Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0605 Roundup Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0605 Roundup Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0605 Roundup Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	116	116	1 (100%)	0.96795	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	116	29	0.25 (25%)	0.12827	0.43019	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0605 Roundup Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0605 Roundup Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	87	35	0.4 (40%)	0.25743	0.56647	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	87	14	0.16 (16%)	0.04842	0.41939	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	87	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0605 Roundup Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	18	18	1 (100%)	0.82415	1.00001	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0605 Roundup Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0606 Roundup H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0606 Roundup H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	18	2	0.11 (11%)	0.00573	0.7279	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0606 Roundup H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	10	1 (100%)	0.72251	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0606 Roundup H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0606 Roundup H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	18	9	0.5 (50%)	0.2265	0.77349	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	18	3	0.17 (17%)	0.01758	0.69001	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	18	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0606 Roundup H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0606 Roundup H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0280 Roy K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0280 Roy K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0280 Roy K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0280 Roy K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0280 Roy K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	12	6	0.5 (50%)	0.18758	0.81241	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	12	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	12	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0280 Roy K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0280 Roy K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0407 Ryegate K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0407 Ryegate K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	13	1	0.08 (8%)	0.00139	0.82377	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0407 Ryegate K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	16	20	1 (100%)	0.83891	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0407 Ryegate K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0407 Ryegate K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	19	18	0.95 (95%)	0.74639	0.99102	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	19	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	19	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0407 Ryegate K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0407 Ryegate K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1238 S H Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1238 S H Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1238 S H Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1238 S H Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1238 S H Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1238 S H Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1238 S H Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1203 Saco Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1203 Saco Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1203 Saco Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	12	1 (100%)	0.75755	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1203 Saco Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1203 Saco Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1203 Saco Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1203 Saco Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0657 Saco H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0657 Saco H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0657 Saco H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0657 Saco H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0657 Saco H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0657 Saco H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0657 Saco H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0392 Sand Springs Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0392 Sand Springs Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0392 Sand Springs Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0392 Sand Springs Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0392 Sand Springs Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0392 Sand Springs Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0392 Sand Springs Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0747 Savage Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0747 Savage Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0747 Savage Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0747 Savage Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0747 Savage Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0747 Savage Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0747 Savage Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0748 Savage H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0748 Savage H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0748 Savage H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0748 Savage H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0748 Savage H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0748 Savage H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0748 Savage H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0194 Scobey K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0194 Scobey K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	18	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0194 Scobey K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	56	56	1 (100%)	0.93582	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	56	26	0.46 (46%)	0.28988	0.64788	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0194 Scobey K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0194 Scobey K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	52	39	0.75 (75%)	0.596	0.85918	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	52	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	52	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0194 Scobey K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0194 Scobey K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0597 Seeley Lake Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0597 Seeley Lake Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0597 Seeley Lake Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	64	46	0.72 (72%)	0.57594	0.82785	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	64	12	0.19 (19%)	0.05664	0.46987	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0597 Seeley Lake Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0597 Seeley Lake Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	40	35	0.88 (88%)	0.7275	0.94834	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	40	2	0.05 (5%)	0.00116	0.69061	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	40	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0597 Seeley Lake Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0597 Seeley Lake Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0947 Shawmut Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0947 Shawmut Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0947 Shawmut Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0947 Shawmut Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0947 Shawmut Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0947 Shawmut Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0947 Shawmut Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0910 Shelby Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0910 Shelby Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0910 Shelby Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	100	98	0.98 (98%)	0.92924	0.99457	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	100	27	0.27 (27%)	0.13935	0.45793	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0910 Shelby Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0910 Shelby Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	66	31	0.47 (47%)	0.30727	0.63879	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	66	2	0.03 (3%)	0.00039	0.67789	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	66	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0910 Shelby Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	12	7	0.58 (58%)	0.25884	0.84878	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0910 Shelby Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0911 Shelby H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0911 Shelby H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	10	1	0.1 (10%)	0.00239	0.83231	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0911 Shelby H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0911 Shelby H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0911 Shelby H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	10	5	0.5 (50%)	0.17039	0.8296	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	10	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	10	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0911 Shelby H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0911 Shelby H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0985 Shepherd Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0985 Shepherd Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0985 Shepherd Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	104	104	1 (100%)	0.96439	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	104	36	0.35 (35%)	0.21251	0.50946	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0985 Shepherd Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0985 Shepherd Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	69	43	0.62 (62%)	0.47394	0.75223	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	69	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	69	1	0.01 (1%)	-0.00002	0.7994	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0985 Shepherd Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	15	0	0 (0%)	0	0	0.548 (54.8%)	Not Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0985 Shepherd Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0986 Shepherd H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0986 Shepherd H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	26	2	0.08 (8%)	0.00279	0.70742	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0986 Shepherd H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	16	0.89 (89%)	0.65617	0.97107	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0986 Shepherd H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0986 Shepherd H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	26	15	0.58 (58%)	0.3376	0.78488	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	26	1	0.04 (4%)	0.00029	0.80898	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	26	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0986 Shepherd H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0986 Shepherd H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0537 Sheridan Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0537 Sheridan Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0537 Sheridan Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	20	18	0.9 (90%)	0.68552	0.97382	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0537 Sheridan Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0537 Sheridan Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	12	7	0.58 (58%)	0.25884	0.84878	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	12	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	12	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0537 Sheridan Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0537 Sheridan Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0538 Sheridan H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0538 Sheridan H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0538 Sheridan H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0538 Sheridan H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0538 Sheridan H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0538 Sheridan H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0538 Sheridan H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1227 Shields Valley Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1227 Shields Valley Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1227 Shields Valley Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	26	24	0.92 (92%)	0.74981	0.97963	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	26	10	0.38 (38%)	0.15832	0.67494	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1227 Shields Valley Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1227 Shields Valley Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	14	11	0.79 (79%)	0.4903	0.93326	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	14	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	14	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1227 Shields Valley Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1227 Shields Valley Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1228 Shields Valley H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1228 Shields Valley H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1228 Shields Valley H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1228 Shields Valley H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1228 Shields Valley H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1228 Shields Valley H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1228 Shields Valley H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0745 Sidney Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0745 Sidney Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0745 Sidney Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	120	126	1 (100%)	0.97042	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	120	37	0.31 (31%)	0.18358	0.46913	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0745 Sidney Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0745 Sidney Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	94	37	0.39 (39%)	0.25344	0.55379	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	94	8	0.09 (9%)	0.01139	0.42793	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	94	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0745 Sidney Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	25	2	0.08 (8%)	0.00301	0.70931	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0745 Sidney Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0746 Sidney H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0746 Sidney H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	39	5	0.13 (13%)	0.01645	0.56295	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0746 Sidney H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	22	22	1 (100%)	0.85138	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0746 Sidney H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0746 Sidney H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	39	17	0.44 (44%)	0.23448	0.66093	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	39	4	0.1 (10%)	0.0091	0.58534	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	39	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0746 Sidney H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0746 Sidney H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0118 Simms H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0118 Simms H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	15	1	0.07 (7%)	0.00103	0.8199	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0118 Simms H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0118 Simms H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0118 Simms H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	8	0.53 (53%)	0.23814	0.8069	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0118 Simms H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0118 Simms H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0324 Smith Valley Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0324 Smith Valley Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0324 Smith Valley Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	24	24	1 (100%)	0.86205	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0324 Smith Valley Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0324 Smith Valley Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	17	13	0.76 (76%)	0.49294	0.91574	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	17	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	17	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0324 Smith Valley Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0324 Smith Valley Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0327 Somers Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0327 Somers Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0327 Somers Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	36	36	1 (100%)	0.9036	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	36	10	0.28 (28%)	0.09553	0.58334	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0327 Somers Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0327 Somers Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	28	17	0.61 (61%)	0.37678	0.79801	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	28	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	28	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0327 Somers Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0327 Somers Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0709 South Stacey Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0709 South Stacey Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0709 South Stacey Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0709 South Stacey Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0709 South Stacey Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0709 South Stacey Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0709 South Stacey Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0288 Spring Creek Colony Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0288 Spring Creek Colony Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0288 Spring Creek Colony Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0288 Spring Creek Colony Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0288 Spring Creek Colony Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0288 Spring Creek Colony Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0288 Spring Creek Colony Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0020 Spring Creek Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0020 Spring Creek Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0020 Spring Creek Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0020 Spring Creek Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0020 Spring Creek Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0020 Spring Creek Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0020 Spring Creek Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0179 Spring Creek Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0179 Spring Creek Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0179 Spring Creek Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0179 Spring Creek Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0179 Spring Creek Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0179 Spring Creek Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0179 Spring Creek Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0635 Springdale Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0635 Springdale Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0635 Springdale Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0635 Springdale Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0635 Springdale Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0635 Springdale Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0635 Springdale Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0357 Springhill Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0357 Springhill Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0357 Springhill Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0357 Springhill Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0357 Springhill Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0357 Springhill Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0357 Springhill Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0481 St Ignatius K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0481 St Ignatius K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	30	3	0.1 (10%)	0.00676	0.64236	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0481 St Ignatius K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	86	88	1 (100%)	0.95818	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	86	13	0.15 (15%)	0.04202	0.41939	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0481 St Ignatius K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0481 St Ignatius K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	74	41	0.55 (55%)	0.40385	0.69499	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	74	7	0.09 (9%)	0.0124	0.464	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	74	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0481 St Ignatius K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	15	14	0.93 (93%)	0.69139	0.98872	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0481 St Ignatius K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0582 St Regis K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0582 St Regis K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	10	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0582 St Regis K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	20	14	0.7 (70%)	0.43998	0.87392	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0582 St Regis K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0582 St Regis K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	22	12	0.55 (55%)	0.28897	0.77989	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	22	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	22	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0582 St Regis K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0582 St Regis K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0464 Stanford K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0464 Stanford K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0464 Stanford K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	16	14	0.88 (88%)	0.62087	0.96769	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0464 Stanford K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0464 Stanford K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	17	3	0.18 (18%)	0.01953	0.69666	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	17	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	17	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0464 Stanford K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0464 Stanford K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0732 Stevensville Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0732 Stevensville Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0732 Stevensville Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	38	88	1 (100%)	0.95818	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	38	22	0.58 (58%)	0.37648	0.75795	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0732 Stevensville Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0732 Stevensville Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	80	57	0.71 (71%)	0.58456	0.8136	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	80	4	0.05 (5%)	0.00231	0.5385	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	80	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0732 Stevensville Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0732 Stevensville Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0733 Stevensville H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	13	10	0.77 (77%)	0.46031	0.92874	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0733 Stevensville H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	47	2	0.04 (4%)	0.00083	0.68584	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0733 Stevensville H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	38	33	0.87 (87%)	0.7143	0.94574	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0733 Stevensville H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0733 Stevensville H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	47	38	0.81 (81%)	0.65765	0.90274	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	47	4	0.09 (9%)	0.00642	0.57021	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	47	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0733 Stevensville H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0733 Stevensville H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1225 Sun River Valley Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1225 Sun River Valley Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1225 Sun River Valley Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	28	42	1 (100%)	0.91622	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	28	18	0.64 (64%)	0.41522	0.82026	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1225 Sun River Valley Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1225 Sun River Valley Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	28	11	0.39 (39%)	0.17055	0.6706	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	28	2	0.07 (7%)	0.0024	0.70404	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	28	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1225 Sun River Valley Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1225 Sun River Valley Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0903 Sunburst K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0903 Sunburst K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	11	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0903 Sunburst K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	26	26	1 (100%)	0.8713	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0903 Sunburst K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0903 Sunburst K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	22	8	0.36 (36%)	0.1303	0.68542	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	22	1	0.05 (5%)	0.00044	0.81172	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	22	1	0.05 (5%)	0.00044	0.81172	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0903 Sunburst K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0903 Sunburst K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0594 Sunset Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0594 Sunset Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0594 Sunset Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0594 Sunset Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0594 Sunset Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0594 Sunset Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0594 Sunset Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0579 Superior K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0579 Superior K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	23	1	0.04 (4%)	0.00039	0.81095	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0579 Superior K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	82	84	1 (100%)	0.95628	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	82	15	0.18 (18%)	0.06139	0.43371	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0579 Superior K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0579 Superior K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	68	40	0.59 (59%)	0.43461	0.72639	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	68	1	0.01 (1%)	-0.00002	0.79949	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	68	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0579 Superior K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0579 Superior K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0486 Swan Lake-Salmon Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0486 Swan Lake-Salmon Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0486 Swan Lake-Salmon Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0486 Swan Lake-Salmon Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0486 Swan Lake-Salmon Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0486 Swan Lake-Salmon Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0486 Swan Lake-Salmon Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0309 Swan River Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0309 Swan River Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0309 Swan River Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	26	12	0.46 (46%)	0.22518	0.71654	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0309 Swan River Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0309 Swan River Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	11	10	0.91 (91%)	0.6063	0.98487	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	11	1	0.09 (9%)	0.00197	0.82898	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	11	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0309 Swan River Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0309 Swan River Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0596 Swan Valley Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0596 Swan Valley Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0596 Swan Valley Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	18	1 (100%)	0.82416	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0596 Swan Valley Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0596 Swan Valley Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0596 Swan Valley Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0596 Swan Valley Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0882 Sweet Grass County H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0882 Sweet Grass County H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	22	1	0.05 (5%)	0.00044	0.81172	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0882 Sweet Grass County H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	12	1 (100%)	0.75755	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0882 Sweet Grass County H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0882 Sweet Grass County H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	22	12	0.55 (55%)	0.28897	0.77989	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	22	4	0.18 (18%)	0.0259	0.64941	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	22	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0882 Sweet Grass County H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0882 Sweet Grass County H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0532 Sylvanite Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0532 Sylvanite Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0532 Sylvanite Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0532 Sylvanite Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0532 Sylvanite Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0532 Sylvanite Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0532 Sylvanite Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0593 Target Range Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0593 Target Range Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0593 Target Range Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	Met
Indicator 3B	Assessment -- Participation Rates	82	82	1 (100%)	0.95526	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	82	45	0.55 (55%)	0.40533	0.68456	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0593 Target Range Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0593 Target Range Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	54	32	0.59 (59%)	0.4215	0.74384	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	54	2	0.04 (4%)	0.00061	0.68228	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	54	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0593 Target Range Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0593 Target Range Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0726 Terry K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0726 Terry K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	10	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0726 Terry K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	10	1 (100%)	0.72251	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0726 Terry K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0726 Terry K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	17	12	0.71 (71%)	0.42609	0.88584	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	17	2	0.12 (12%)	0.0064	0.73171	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	17	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0726 Terry K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0726 Terry K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0804 Thompson Falls Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0804 Thompson Falls Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0804 Thompson Falls Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	44	40	0.91 (91%)	0.78092	0.9656	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0804 Thompson Falls Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0804 Thompson Falls Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	34	20	0.59 (59%)	0.37595	0.77209	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	34	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	34	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0804 Thompson Falls Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0804 Thompson Falls Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0805 Thompson Falls H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0805 Thompson Falls H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	24	1	0.04 (4%)	0.00035	0.81024	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0805 Thompson Falls H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	12	0.86 (86%)	0.5777	0.96343	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0805 Thompson Falls H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0805 Thompson Falls H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	24	11	0.46 (46%)	0.21537	0.72285	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	24	2	0.08 (8%)	0.00326	0.71134	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	24	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0805 Thompson Falls H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0805 Thompson Falls H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0360 Three Forks Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0360 Three Forks Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0360 Three Forks Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	28	26	0.93 (93%)	0.7658	0.98104	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	28	10	0.36 (36%)	0.14124	0.65232	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0360 Three Forks Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0360 Three Forks Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	25	16	0.64 (64%)	0.39995	0.82585	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	25	2	0.08 (8%)	0.00301	0.70931	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	25	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0360 Three Forks Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0360 Three Forks Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0361 Three Forks H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0361 Three Forks H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0361 Three Forks H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0361 Three Forks H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0361 Three Forks H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0361 Three Forks H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0361 Three Forks H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0055 Townsend K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0055 Townsend K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	27	1	0.04 (4%)	0.00026	0.80842	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0055 Townsend K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	76	78	1 (100%)	0.95307	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	76	21	0.28 (28%)	0.13167	0.49012	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0055 Townsend K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0055 Townsend K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	60	33	0.55 (55%)	0.38405	0.70552	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	60	4	0.07 (7%)	0.00403	0.55378	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	60	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0055 Townsend K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	11	3	0.27 (27%)	0.04298	0.75765	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0055 Townsend K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0177 Trail Creek Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0177 Trail Creek Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0177 Trail Creek Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0177 Trail Creek Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0177 Trail Creek Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0177 Trail Creek Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0177 Trail Creek Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0534 Trego Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0534 Trego Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0534 Trego Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	16	12	0.75 (75%)	0.4677	0.91109	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0534 Trego Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0534 Trego Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0534 Trego Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0534 Trego Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0491 Trinity Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0491 Trinity Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0491 Trinity Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0491 Trinity Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0491 Trinity Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0491 Trinity Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0491 Trinity Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0807 Trout Creek Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0807 Trout Creek Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0807 Trout Creek Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0807 Trout Creek Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0807 Trout Creek Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	10	7	0.7 (70%)	0.34729	0.911	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	10	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	10	1	0.1 (10%)	0.00239	0.83231	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0807 Trout Creek Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0807 Trout Creek Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0519 Troy Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0519 Troy Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0519 Troy Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	30	30	1 (100%)	0.88651	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0519 Troy Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0519 Troy Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	27	15	0.56 (56%)	0.31956	0.76889	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	27	1	0.04 (4%)	0.00026	0.80842	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	27	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0519 Troy Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0519 Troy Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0520 Troy H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0520 Troy H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	16	2	0.12 (12%)	0.00719	0.73595	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0520 Troy H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0520 Troy H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0520 Troy H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	16	0	0 (0%)	0	0	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	16	2	0.12 (12%)	0.00719	0.73595	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	16	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0520 Troy H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0520 Troy H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0044 Turner Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0044 Turner Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0044 Turner Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	18	1 (100%)	0.82416	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0044 Turner Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0044 Turner Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0044 Turner Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0044 Turner Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0045 Turner H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0045 Turner H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0045 Turner H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0045 Turner H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0045 Turner H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0045 Turner H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0045 Turner H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0540 Twin Bridges K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0540 Twin Bridges K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0540 Twin Bridges K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	30	34	1 (100%)	0.89851	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	30	14	0.47 (47%)	0.24222	0.70546	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0540 Twin Bridges K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0540 Twin Bridges K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	29	25	0.86 (86%)	0.67908	0.94863	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	29	2	0.07 (7%)	0.00224	0.70252	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	29	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0540 Twin Bridges K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0540 Twin Bridges K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1232 Twin Buttes Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1232 Twin Buttes Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1232 Twin Buttes Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1232 Twin Buttes Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

1232 Twin Buttes Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1232 Twin Buttes Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1232 Twin Buttes Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0131 Ulm Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0131 Ulm Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0131 Ulm Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	16	16	1 (100%)	0.80643	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	16	12	0.75 (75%)	0.4677	0.91109	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0131 Ulm Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0131 Ulm Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0131 Ulm Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0131 Ulm Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1211 Upper West Shore Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1211 Upper West Shore Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1211 Upper West Shore Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1211 Upper West Shore Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1211 Upper West Shore Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1211 Upper West Shore Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1211 Upper West Shore Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0679 Valier Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0679 Valier Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0679 Valier Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0679 Valier Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0679 Valier Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0679 Valier Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0679 Valier Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0680 Valier H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0680 Valier H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0680 Valier H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0680 Valier H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0680 Valier H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0680 Valier H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0680 Valier H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0483 Valley View Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0483 Valley View Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0483 Valley View Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0483 Valley View Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0483 Valley View Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0483 Valley View Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0483 Valley View Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0382 Van Norman Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0382 Van Norman Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0382 Van Norman Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0382 Van Norman Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0382 Van Norman Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0382 Van Norman Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0382 Van Norman Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0127 Vaughn Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0127 Vaughn Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0127 Vaughn Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	24	24	1 (100%)	0.86205	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0127 Vaughn Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0127 Vaughn Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	18	7	0.39 (39%)	0.13537	0.72111	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	18	3	0.17 (17%)	0.01758	0.69001	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	18	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0127 Vaughn Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0127 Vaughn Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0738 Victor K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0738 Victor K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	18	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0738 Victor K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	44	39	0.89 (89%)	0.75058	0.95289	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	44	17	0.39 (39%)	0.1972	0.6174	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0738 Victor K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0738 Victor K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	32	6	0.19 (19%)	0.03677	0.58213	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	32	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	32	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0738 Victor K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0738 Victor K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0566 Vida Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0566 Vida Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0566 Vida Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0566 Vida Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0566 Vida Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0566 Vida Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0566 Vida Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0144 Warrick Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0144 Warrick Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0144 Warrick Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0144 Warrick Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0144 Warrick Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0144 Warrick Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0144 Warrick Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1223 West Glacier Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1223 West Glacier Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1223 West Glacier Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1223 West Glacier Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1223 West Glacier Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1223 West Glacier Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1223 West Glacier Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1184 West Valley Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1184 West Valley Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1184 West Valley Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	34	29	0.85 (85%)	0.6837	0.93964	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1184 West Valley Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1184 West Valley Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	20	10	0.5 (50%)	0.23657	0.76342	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	20	2	0.1 (10%)	0.00467	0.72135	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	20	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1184 West Valley Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1184 West Valley Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0374 West Yellowstone K-12

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0374 West Yellowstone K-12

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	14	2	0.14 (14%)	0.00929	0.74608	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0374 West Yellowstone K-12

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	46	42	0.91 (91%)	0.78984	0.96705	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0374 West Yellowstone K-12

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0374 West Yellowstone K-12

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	36	17	0.47 (47%)	0.26293	0.69174	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	36	2	0.06 (6%)	0.00145	0.69413	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	36	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0374 West Yellowstone K-12

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0374 West Yellowstone K-12

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0819 Westby K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0819 Westby K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0819 Westby K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0819 Westby K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0819 Westby K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	11	9	0.82 (82%)	0.49158	0.95446	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	11	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	11	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0819 Westby K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0819 Westby K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0569 White Sulphur Spgs Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0569 White Sulphur Spgs Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0569 White Sulphur Spgs Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	30	28	0.93 (93%)	0.77988	0.98226	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0569 White Sulphur Spgs Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0569 White Sulphur Spgs Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	22	18	0.82 (82%)	0.59107	0.9334	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	22	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	22	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0569 White Sulphur Spgs Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0569 White Sulphur Spgs Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0570 White Sulphur Spgs H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0570 White Sulphur Spgs H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	16	0	0 (0%)	0	0	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0570 White Sulphur Spgs H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	10	10	1 (100%)	0.72251	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0570 White Sulphur Spgs H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0570 White Sulphur Spgs H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	16	9	0.56 (56%)	0.27181	0.81579	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	16	3	0.19 (19%)	0.02183	0.70404	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	16	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0570 White Sulphur Spgs H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0570 White Sulphur Spgs H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0334 Whitefish Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0334 Whitefish Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0334 Whitefish Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	142	164	1 (100%)	0.97712	1	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	142	80	0.56 (56%)	0.45427	0.66668	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0334 Whitefish Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0334 Whitefish Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	104	64	0.62 (62%)	0.49289	0.7248	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	104	5	0.05 (5%)	0.00263	0.48613	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	104	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0334 Whitefish Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	19	13	0.68 (68%)	0.41625	0.86815	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0334 Whitefish Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0335 Whitefish H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	15	11	0.73 (73%)	0.43999	0.90591	0.699 (69.9%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0335 Whitefish H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	41	3	0.07 (7%)	0.00371	0.62187	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0335 Whitefish H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	18	1 (100%)	0.82416	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0335 Whitefish H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0335 Whitefish H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	41	8	0.2 (20%)	0.04755	0.54045	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	41	9	0.22 (22%)	0.06194	0.54484	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	41	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0335 Whitefish H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0335 Whitefish H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0453 Whitehall Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0453 Whitehall Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0453 Whitehall Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	54	54	1 (100%)	0.9336	1.00001	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	54	13	0.24 (24%)	0.08727	0.51245	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0453 Whitehall Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0453 Whitehall Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	40	34	0.85 (85%)	0.69529	0.93367	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	40	4	0.1 (10%)	0.00869	0.58314	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	40	1	0.02 (2%)	0.00007	0.80364	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0453 Whitehall Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0453 Whitehall Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0454 Whitehall H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0454 Whitehall H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	13	2	0.15 (15%)	0.01069	0.7522	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0454 Whitehall H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0454 Whitehall H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0454 Whitehall H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	13	6	0.46 (46%)	0.16469	0.78839	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	13	1	0.08 (8%)	0.00139	0.82377	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	13	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0454 Whitehall H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0454 Whitehall H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0663 Whitewater K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0663 Whitewater K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0663 Whitewater K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0663 Whitewater K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0663 Whitewater K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0663 Whitewater K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0663 Whitewater K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0506 Whitlash Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0506 Whitlash Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0506 Whitlash Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0506 Whitlash Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0506 Whitlash Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0506 Whitlash Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0506 Whitlash Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0964 Wibaux K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0964 Wibaux K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0964 Wibaux K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	18	18	1 (100%)	0.82416	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	18	12	0.67 (67%)	0.39062	0.86191	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0964 Wibaux K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0964 Wibaux K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	13	12	0.92 (92%)	0.65394	0.98707	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	13	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	13	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0964 Wibaux K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0964 Wibaux K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0354 Willow Creek Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0354 Willow Creek Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0354 Willow Creek Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0354 Willow Creek Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0354 Willow Creek Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0354 Willow Creek Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0354 Willow Creek Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0355 Willow Creek H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0355 Willow Creek H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0355 Willow Creek H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0355 Willow Creek H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0355 Willow Creek H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0355 Willow Creek H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0355 Willow Creek H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0291 Winifred K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0291 Winifred K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0291 Winifred K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0291 Winifred K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0291 Winifred K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	12	0.8 (80%)	0.51728	0.93726	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0291 Winifred K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0291 Winifred K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0642 Winnett K-12 Schools

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0642 Winnett K-12 Schools

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0642 Winnett K-12 Schools

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	14	14	1 (100%)	0.78473	1.00002	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0642 Winnett K-12 Schools

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0642 Winnett K-12 Schools

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0642 Winnett K-12 Schools

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0642 Winnett K-12 Schools

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0010 Wisdom Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0010 Wisdom Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0010 Wisdom Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0010 Wisdom Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0010 Wisdom Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0010 Wisdom Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0010 Wisdom Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0007 Wise River Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0007 Wise River Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0007 Wise River Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0007 Wise River Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0007 Wise River Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0007 Wise River Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0007 Wise River Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0495 Wolf Creek Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0495 Wolf Creek Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0495 Wolf Creek Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0495 Wolf Creek Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0495 Wolf Creek Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0495 Wolf Creek Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0495 Wolf Creek Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0780 Wolf Point Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0780 Wolf Point Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0780 Wolf Point Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	118	116	0.98 (98%)	0.93976	0.99539	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	118	16	0.14 (14%)	0.03978	0.37247	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0780 Wolf Point Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0780 Wolf Point Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	93	32	0.34 (34%)	0.20436	0.51722	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	93	3	0.03 (3%)	0.00071	0.58898	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	93	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0780 Wolf Point Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	20	20	1 (100%)	0.8389	1.00001	0.548 (54.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0780 Wolf Point Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0781 Wolf Point H S

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0781 Wolf Point H S

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	26	4	0.15 (15%)	0.01917	0.6276	0.058 (5.8%)	Met

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0781 Wolf Point H S

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	12	12	1 (100%)	0.75755	1.00003	0.98 (98%)	Met
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0781 Wolf Point H S

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0781 Wolf Point H S

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	26	13	0.5 (50%)	0.26118	0.73881	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	26	3	0.12 (12%)	0.00886	0.65375	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	26	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0781 Wolf Point H S

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0781 Wolf Point H S

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0591 Woodman Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0591 Woodman Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0591 Woodman Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	*	*	*	*	*	*	*
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0591 Woodman Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0591 Woodman Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0591 Woodman Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0591 Woodman Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0026 Wyola Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0026 Wyola Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0026 Wyola Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	*	*	*	*	*	*	*
Indicator 3B	Assessment -- Participation Rates	32	22	0.69 (69%)	0.47876	0.84052	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	*	*	*	*	*	*	*

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0026 Wyola Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0026 Wyola Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	15	15	1 (100%)	0.79615	1.00002	0.5 (50%)	Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	15	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	15	0	0 (0%)	0	0	0.018 (1.8%)	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0026 Wyola Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0026 Wyola Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0533 Yaak Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0533 Yaak Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0533 Yaak Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0533 Yaak Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0533 Yaak Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0533 Yaak Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0533 Yaak Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1196 Yellowstone Academy Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1196 Yellowstone Academy Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1196 Yellowstone Academy Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives			(%)			NA	Not Met
Indicator 3B	Assessment -- Participation Rates	124	103	0.83 (83%)	0.74665	0.89087	0.98 (98%)	Not Met
Indicator 3C	Assessment -- Proficiency Rates	124	20	0.16 (16%)	0.05844	0.37325	0.295 (29.5%)	Met

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1196 Yellowstone Academy Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1196 Yellowstone Academy Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	32	0	0 (0%)	0	0	0.5 (50%)	Not Met
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	32	0	0 (0%)	0	0	0.12 (12%)	Met
Indicator 5C	Education Environment Rate -- Sep Schls	32	32	1 (100%)	0.89284	1.00001	0.018 (1.8%)	Not Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1196 Yellowstone Academy Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 1196 Yellowstone Academy Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0034 Zurich Elem

INDICATOR #1 - Graduation Rates

Rate of youth with IEPs graduating from high school with a regular diploma compared to rate of all youth in the state graduating with a regular diploma.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 1	Graduation Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA-Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education graduation rate calculation uses a cohort method to measure the proportion of students who, at some point in time, completed high school. The graduate rate (District Indicator Rate) is calculated by dividing the number of graduates, ages 14-21, in the school year of interest (District Indicator Count) by the sum of the total school leavers over the last four years (SPED Counts Total). School leavers include students graduating with a regular diploma, certificate recipients, dropouts, and students who reached the maximum age without receiving a diploma or certificate. The special education graduate count and special education leaver count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true graduation rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education graduation rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education graduation rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained graduation rate for students with disabilities and the state's target graduation rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for special education graduation rates.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's obtained graduation rate is higher than the state's target graduation rate. Therefore, the district has met (or exceeded) the state's indicator target set for special education graduation rates.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's obtained graduation rate is lower than the state's target graduation rate. Therefore, the district has not meet the state's indicator target set for special education graduation rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0034 Zurich Elem

INDICATOR #2 - Dropout Rates

Rate of youth with IEPs dropping out of high school compared to rate of all youth in the state dropping out of high school.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 2	Dropout Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI IDEA Part B Child Count Exiting reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The special education dropout rate calculation uses a status count in which the student's status at the end of the reporting year is used to determine whether the student is a dropout. This means students who were receiving special education and related services at the start of the reporting period (July 1), but were not so at the end of the reporting period (June 30) and did not exit special education through any other basis is considered a dropout. The dropout rate (District Indicator Rate) is calculated by dividing the number of special education dropouts (District Indicator Count) by the number of students in special education (SPED Counts Total). The special education dropout count and special education child count include all students with disabilities, ages 14-21, in public schools and state-operated programs.

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true dropout rate lies. This range of values becomes the standard by which we evaluate the district's performance in meeting the state's indicator target set for special education dropout rates for the specified school year.

Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education dropout rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained dropout rate for students with disabilities and the state's indicator target for special education dropout rates is not statistically significant. Therefore, we conclude that the school district has met the state's indicator target set for special education dropout rates.
2. If the state's indicator target for special education dropout rates is above the upper limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is lower than the state's indicator target. Therefore, the district has met the state's indicator target for special education dropout rates.
3. If the state's indicator target for special education dropout rates is below the lower limit of the confidence interval, we conclude that the district's obtained dropout rate for students with disabilities is higher than the state's indicator target. Therefore, the district has not met the state's indicator target for special education dropout rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0034 Zurich Elem

INDICATOR #3 - Statewide Assessments

Participation and performance of children with disabilities on statewide assessments:

3A. Has District met the state's AYP objectives for progress for disability subgroup?

3B. Participation rate for children with IEPs in statewide assessments.

3C. Proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 3A	Assessment -- Meeting AYP Objectives	NA	NA	NA	NA	NA	NA	NA
Indicator 3B	Assessment -- Participation Rates	NA	NA	NA	NA	NA	NA	NA
Indicator 3C	Assessment -- Proficiency Rates	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

Indicator 3A: <http://www.opi.mt.gov/ReportCard/index.html>

Indicator 3B-3C: OPI MontCAS Criterion-Reference Test Scores reported annually.

OPI Annual Data Collection Test Cycle Enrollment Count reported annually in March.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students (Indicators 3B and 3C) or fewer than 40 students for the disability subgroup (Indicator 3A).

Indicator 3A: The data for this indicator is from the NCLB Report Card. For additional information on AYP calculations, please use the following link: <http://www.opi.mt.gov/ReportCard/index.html>. For this indicator, a minimum N of 40 is used to be consistent with AYP calculations.

Indicator 3B – 3C: Due to separate data collections, the participation counts for some school districts exceed their enrollment count resulting in a participation rate of more than 100 percent. In these cases, the participation rate is reported as 100 percent.

Participation rates (District Indicator Rate) is calculated by dividing the number of special education students assessed (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt).

Proficiency rates (District Indicator Rate) is calculated by dividing the number of special education students assessed scoring Proficient or Advanced (District Indicator Count) by the number of students in special education (SPED Counts Total). This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

To determine the performance status for the district, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval provides a range of values within which we are 95 percent confident that the true participation and proficiency rates lie. These range of values become the standard by which we evaluate the district's performance in meeting the state's indicator targets set for special education participation and proficiency rates. Given a sample size of a minimum of 10, the state's indicator targets (either participation rates or proficiency rates) are compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for special education participation or proficiency rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained participation rate for students with disabilities or proficiency rate for students with disabilities and the state's target participation rate or proficiency rate is not statistically different. Therefore, the district has met the state's indicator target set for special education participation rates or proficiency rates.
2. If the state's indicator target is below the lower limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is higher than the state's target participation rate or proficiency rate. Therefore, the district met (or exceeded) the state's indicator target set for special education participation rates or proficiency rates.
3. If the state's indicator target is above the upper limits of the confidence interval, we conclude that the district's obtained participation or proficiency rate is lower than the state's target participation rate or proficiency rate. Therefore, the district has not met the state's indicator target set for special education participation rates or proficiency rates.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0034 Zurich Elem

INDICATOR #4 - Suspension and Expulsion Rates

Districts who have been identified as having a significant discrepancy in long-term suspension and expulsion rates.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 4A	Suspension and Expulsion Rates	NA	NA	NA	NA	NA	NA	Met

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

OPI School Discipline Data Collection reported annually on June 30.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The assessment of a school district's performance based on long-term suspension and expulsion rates is done by comparing the suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students. Long-term suspension or expulsion is defined as a suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

For each racial/ethnic group, a statistical test of the difference between proportions is conducted to determine if the size of difference between the school district's special education long-term suspension and expulsion rates and the long-term suspension and expulsion rates for regular education students in the school district is statistically significant. In our comparison of long-term suspension and expulsion rates, we have set a .05 level of significance. This means, we are 95 percent confident that the differences between the rates are real (significant) and not due to random factors. However, the precision and reliability of this method is dependent upon having a large enough sample size to be representative of the school district's population and so, we also employ a minimum sample size (minimum N) of 10.

If the difference between the long-term suspension and expulsion rates for students with disabilities and the rates for nondisabled students by race/ethnicity group is statistically significant for a specific school district, the school district is flagged for additional investigation to determine if a significant discrepancy is occurring in the rates of long-term suspensions and expulsions of students with disabilities in a school year. This includes validation of the school district's long-term suspension and expulsion data and a systematic review of complaints/mediation/due process information, compliance monitoring and program data.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0034 Zurich Elem

INDICATOR #5 - Education Environment Rates

Percent of children with IEPs, aged 6-21,

5A. Removed from the regular class less than 21% of the school day.

5B. Removed from regular class greater than 60% of the day; or

5C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 5A	Education Environment Rate -- Reg Class > 80% of day	*	*	*	*	*	*	*
Indicator 5B	Education Environment Rate -- Reg Class < 40% of day	*	*	*	*	*	*	*
Indicator 5C	Education Environment Rate -- Sep Schls	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 6-21, in a particular educational environment (District Indicator Count) by the number of students with disabilities, ages 6-21, in the state (SPED Counts Total).

The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for education environment rates for students with disabilities for the specified school year. They are:

For Indicator 5A: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5B: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's target rate is not statistically different. Therefore, we conclude that the school district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.

For Indicator 5C: 1) If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained education environment rate for this category and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target set for education environment rates for this category. 2) If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's education environment rate for this category is lower than the state's indicator target. Therefore, the district met the state's indicator target set for education environment rates for this category. 3) If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's education environment rate for this category is higher than the state's indicator target. Therefore, the district has not met the state's indicator target set for education environment rates for this category.



DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name

0034 Zurich Elem

INDICATOR #6 - Preschool Education Environment

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings).

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 6	Preschool Education Environment Rate	*	*	*	*	*	*	*

Indicator Data Source:

OPI IDEA-Part B Child Count reported annually on December 1.

Indicator Data Note:

NA = Not applicable for this school district or count of students in this group is 0.

* = Statistics not reported for counts of fewer than 10 students.

The preschool educational environment rate (District Indicator Rate) is calculated by dividing the number of students, ages 3-5, in settings with typically developing peers (District Indicator Count) by the number of students with disabilities, ages 3-5, in the state (SPED Counts Total). Of the seven settings identified for services, only the settings with typically developing peers are included in this performance indicator. They are: early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

To determine the performance status for the district preschool education environment rate, a confidence interval is calculated to address the issue of variability or sampling error. The confidence interval is a statistical method that provides a range of values within which we are 95 percent confident that the true preschool education environment rate lies. This range of values becomes the standard by which we evaluate if the district has met the state's performance target for preschool education environment rates for a specified school year. Given a sample size of a minimum of 10, the state's indicator target is compared to the range of values of the confidence interval. There are three ways in which a school district is determined to have met or not met the state's indicator target set for preschool education environment rates for the specified school year. They are:

1. If the state's indicator target falls within the upper and lower limits of the confidence interval, we are 95 percent confident that the difference between the district's obtained preschool education environment rates and the state's indicator target is not statistically different. Therefore, the district has met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
2. If the state's indicator target is below the lower limit of the confidence interval, we conclude that the district's preschool education environment rate is higher than the state's indicator target. Therefore, the district has met (or exceeded) the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.
3. If the state's indicator target is above the upper limit of the confidence interval, we conclude that the district's preschool education environment rate is lower than the state's indicator target. Therefore, the district has not met the state's indicator target for students with disabilities, ages 3-5, served in settings with typically developing peers.



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DISTRICT PERFORMANCE REPORT ON STATE PERFORMANCE INDICATORS

For School Year: 2005-2006

District Name 0034 Zurich Elem

INDICATOR #12 - Children Referred By Part C

Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator Number	Indicator Name	SPED Counts Total	District Indicator Count	District Indicator Rate	Confidence Interval Lower Limit	Confidence Interval Upper Limit	State Indicator Target	Perform Status
Indicator 12	Children referred by Part C	NA	NA	NA	NA	NA	NA	NA

Indicator Data Source:

OPI Compliance Monitoring

Indicator Data Note:

NA = Data not available as district was not monitored in the year in which data is being reported.

District performance for this indicator is only for districts monitored in the year in which data is being reported. The OPI reviews a sample of student records as part of its compliance monitoring activities to determine if children referred by a Part C Service Provider Agency have an IEP in place at the age of three. A review of student records is to identify noncompliance issues with respect to 34 CFR 300.111 Child Find or 34 CFR 300.124 Transition of children from the Part C program to preschool programs.